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GENDER ANALYSIS FOR STRATEGIC PLAN IMPLEMENTATION

ANALYSIS OF THE USAID/PERU PROGRAM PORTFOLIO

May 2014

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The opinions expressed herein are those of the team that conducted the study, and do not necessarily reflect the views of USAID or of the Government of the United States of America.

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ACRONYMS

AMEMAD	Asociación de Mujeres Empresarias de Madre de Dios (Madre de Dios Business Women Association)
APAFA	Asociación de Padres de Familia (Parents Association)
BD	Board of Directors
CEDAW	United Nations Committee on the Elimination of Discrimination against Women
CEM	Centro de Emergencia Mujer (Women's Emergency Center)
CEPLAN	Centro Nacional de Planeamiento Estratégico (National Center for Strategic Planning)
CDCS	Country Development Cooperation Strategy
CENAGRO	Censo Nacional Agrario (National Agricultural Census)
CSE	Comprehensive Sexual Education
DEMUNA	Defensoría Municipal de Niño y Adolescente (Municipal Office for the Defense of Children and Adolescents)
DEVIDA	Comisión Nacional para el Desarrollo y Vida sin Drogas (National Commission for Development and Life Without Drugs)
DO	Development Objectives
DRE	Dirección Regional de Educación (Regional Education Directorate)
DNI	Documento Nacional de Identidad (National Identity Document)
EBA	Educación Básica Alternativa (Alternative Basic Education)
ENAHU	Encuesta Nacional de Hoarse (National Household Survey)
ENDES	Encuesta Demográfica y de Salud Familiar (Demographic and Family Health Survey)
ENUT	Encuesta Nacional de Uso del Tiempo (National Time Use Survey)
GA	Gender Analysis
GOB	Government of Peru
LG	Local Government
GOESAM	Gobierno Regional de San Martín (San Martín Regional Government)
GOEU	Gobierno Regional de Ucayali (Ucayali Regional Government)
HDI	Human Development Index
ICAA	Initiative for Conservation in the Andean Amazon
ICT	Information and Communications Technology
INEI	Instituto Nacional de Estadística e Informática (National Statistics and Information Technology Institute)
JNE	Jurado Nacional de Elecciones (National Electoral Board)
LAC	Latin America and the Caribbean
LIO	Ley de Igualdad de Oportunidades entre mujeres y hombres (Equal Opportunity Act between women and men)
MCLCP	Mesa de Concertación de Lucha contra la Pobreza (Roundtable on the Fight against Poverty)
MEF	Ministry of Economy and Finance (by its Spanish Acronym)
MESAGEN	Mesa de donantes en Género (Donor Roundtable on Gender Equality)
MINSA	Ministry of Health (by its Spanish acronym)

MIMDES	Ministry of Women and Social Development (by its Spanish acronym) (now MIMP)
MIMP	Ministry of Women and Vulnerable Populations (by its Spanish acronym) (formerly MIMDES)
MINAM	Ministry of Environment (by its Spanish acronym)
MINEDU	Ministry of Education (by its Spanish acronym)
MDGs	Millennium Development Goals
NGOs	Non-Governmental Organizations
PDC	Plan de Desarrollo Concertado (Concerted Development Plan)
PLANIG	Plan nacional de igualdad de género (National Plan for Gender Equality)
PIR	Programa de Impacto Rápido (Rapid Impact Programs)
UNDP	United Nations Development Program
PB	Participatory Budget
PC	Producer Committees
PRIOS	Planes Regionales de Igualdad de Oportunidades entre mujeres y hombres (Regional Plans for Equal Opportunity between men and women)
RENIEC	Registro Nacional de Identificación y Estado Civil (National Identification and Vital Statistics Registry)
RG	Regional Government
ROB	Results-Oriented Budget
SENASA	Servicio Nacional de Sanidad Agropecuaria (National Agricultural Health Service)
SG	Strategic Goals
SIAF	Sistema Integrado de Administración Financiera (Integrated Financial Administration System)
SIS	Seguro Integral de Salud (Comprehensive Health Insurance)
SRH	Sexual and Reproductive Health
TA	Technical Assistance
UN	United Nations
UNODC	United Nations Office on Drugs and Crime
UGEL	Unidad de Gestión Educativa Local (Local Educational Management Unit)
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEF	World Economic Forum

EXECUTIVE SUMMARY

The US Agency for International Development (USAID) recognizes that gender equality and female empowerment are essential to achieving any development objective. They are a basic component to achieving human rights and key to obtaining effective and sustainable development outcomes. To that end, the agency recommends carrying out a deeper and more inclusive gender analysis in the areas where there are USAID projects in place, in order to identify specific actions that offer results in the reduction of gender inequalities and in the achievement of female empowerment.

Purpose

The gender analysis (GA) of the USAID/Peru program portfolio will help complement its strategic plan, offering recommendations to integrate this category in any projects that it may be implementing under the Development Objectives (DO) of the 2012-2016 Country Development Cooperation Strategies (CDCS) for Peru. The strategy has prioritized three DOs:

DO 1: Alternatives to Illicit Coca Cultivation Increased in Targeted Regions

DO 2: Management and Quality of Public Services Improved in the Amazon Basin

DO 3: Natural Resources Sustainably Managed in the Amazon Basin and Andean Glacier Highlands.

The GA will contribute to identifying those key matters of the conceptual framework on gender dimensions¹ that could be limiting the achievement of the DOs, as well as to detecting exploitable opportunities so that they can be achieved and be able to contribute to sustainable human development.

Specifically, we are seeking to:

1. Identify those gender issues that have the greatest potential impact on sustainable development and in the achievement of the DO of the USAID/Peru Mission.
2. Analyze past, present, and potential impacts of Peru Mission's DOs on the status of both men and women.
3. Identify any gender-based limitations to equitable participation and access of both men and women to economic, political, and social opportunities, with emphasis on the areas and regions with USAID/Peru programs in place.
4. Identify strategies, methodologies, and opportunities that the USAID/Peru Mission can use to expand and maximize the accessibility and equity of its programs, interventions, and impacts for both men and women.
5. Evaluate gender-related policies and programs of the Peruvian Government as well as of other donors, identifying opportunities for cooperation in order to advance in terms of gender equality and mutual strengthening, with a focus on gender culture.

¹ This conceptual framework was originally developed by Deborah Caro and Deborah Rubín, under projects funded by the Women in Development Office of USAID/Washington's Bureau for Global Health. This framework has later benefited from multiple ideas and revisions made by international gender experts.

Methodology

The analysis in this report enriches quantitative and qualitative interpretations through the triangulation of results. The methodological axis focuses mainly on the collection of more qualitative information, for which purpose individual interview guides, as well as group interview guides and/or focus group guides were developed. In addition, the quantitative analysis was completed and/or updated based on secondary sources of information such as the Time Use Survey (*Encuesta de Uso de Tiempo*, ENUT, 2010), the Agricultural Census (*Censo Agropecuario*, CENAGRO, 2012), the National Household Survey (*Encuesta Nacional de Hogares*, ENAHO, 2012), the Demographic and Family Health Survey (*Encuesta Demográfica y de Salud Familiar*, ENDES, 2012) and other related surveys, such as the one conducted by the National Commission for Development and Life Without Drugs (*Comisión Nacional para el Desarrollo y Vida sin Drogas*, DEVIDA) among the beneficiary populations of the alternative development programs.

The instruments were designed based on the conceptual framework indicated by the gender analysis domains:²

- Laws, policies, regulations, and institutional practices: both formal and informal.
- Cultural norms and beliefs: influenced by perceptions, stereotypes.
- Gender roles, responsibilities, and time use: examined in terms of paid and unpaid work.
- Access to and control over assets and resources.
- Patterns of power and decision-making.

The study was conducted from July to November of 2013, by a team of five consultants with extensive experience in gender issues, led by María Rosa Gárate. Respondents were contacted by members of technical teams from the USAID offices for Alternative Development, Economic Growth, Health and Education, Democracy, and the Environment, and by partner implementing organizations. Government officials and managers from partner organizations, direct implementers, and the beneficiary population in the departments of Huánuco (Tingo María), Loreto (Yurimaguas), Madre de Dios, San Martín and Ucayali, were among those interviewed.

Results

The information below is organized and analyzed based on the five domains of gender analysis:

Roles, responsibilities, and time use

The main division of labor occurs between an individual who is paid and one who is not, and it allows us to understand domination over women. In much of the beneficiary population, especially in the countryside, the role of women is limited to the home. Even if they work in the fields, their work is not visible, much less recognized, when in fact, testimonies confirm that women work “all day.” According to the ENUT 2010, women in the jungle spend 80% more time than men in household activities and have 22% less free time.

² USAID: ADS Chapter 205 “Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle”. July 17, 2013

Access to and control of assets and resources

According to CENAGRO 2012, nationwide, for every 10 people who possess agricultural units, three of them are women. This rate is much lower in Loreto, San Martín and Ucayali: 12, 14, and 18 percent respectively. Possessors do not have title to the land, and do not know the value of their properties, and therefore, access to loans is very difficult, regardless of whether they are men or women.

According to ENAHO, 74.4% of men and 54.8% of women in the country claim to have a job; 39% of women do not work compared to 21.6% of men. San Martín, Loreto, and Ucayali are the regions with the largest gaps between men and women in terms of work status; said gap represents a 28 percentage-point difference in favor of men in the case of San Martín, which is much higher than the national gap of 19.6 percentage points. Forty-seven percent of working people have a second job – mostly men – which allows them to generate more income as well as more working hours outside of the home.

In the jungle region, 7% more women than men claim to have an illness or chronic ailment, a situation that does not translate into more visits to health facilities in search of relief for these ailments, due to various reasons such as “it was not serious or it was not necessary to go to the healthcare facility.” In Loreto, three out of ten women of child-bearing age suffer from some degree of anemia. Twenty-one percent of women in Ucayali, and 13% of women in San Martín are in the same situation.

There is lack of trust in the care provided by health services, and people only resort to them when absolutely necessary. Loreto continues to have a high proportion of home-assisted births – 36.6% – linked to a higher number of indigenous communities in the area. The problem of teen pregnancy and maternal death is greater in the jungle, in rural areas, and in the poorest quintile.

Public health insurance coverage is scarce, especially in the case of Madre de Dios, where 61.2% of women lack insurance. There is evidence that health services need to be strengthened so that they can perform their duties and serve the needs of the population. Building credibility through a quality offer, as well as improving accessibility to health facilities becomes an obligation of the State.

Parity in primary school enrollment has been achieved, but access to secondary education faces the cultural barrier of parents who prefer for young women to stay at home and take on household chores, instead of being exposed to an assault on their way to school. Information from the Ministry of Education about reasons given for dropping out indicates that boys drop out of school due to economic reasons (cannot afford the expense of education), while girls do so because they must contribute to household work. Teen pregnancy is another factor that contributes to women leaving school due to embarrassment, and not completing their studies.

Access to technology is limited by poverty; therefore, Internet use is mostly concentrated on wealthier populations. Among the poor, access to Internet is limited to 4.1% in Loreto and 8.9% in San Martín. Gender gaps in access to Internet and mobile phones unfavorable to women are also found.

Information from the National Registry of Identification and Vital Statistics (*Registro Nacional de Identidad y Estado Civil*, RENIEC), indicates that three out of the five departments under study have the highest percentages of undocumented people in their rural areas: Ucayali, 79%; Madre de Dios, 77.3%; and San Martín, 74.7%. In absolute terms, Loreto has the highest number of undocumented people, 9,604 adults and 237,104 minor children under 18 years of age.

Power and decision-making

Even though female presence has increased in public spaces, elected offices have not favored women since gender quotas are “filled” to comply with the formality without necessarily giving them an

opportunity to participate. There has also been a failure to involve women in regional or local participatory budgeting, where their contribution ranges between 13% in Loreto and 32% in San Martín.

In the regions visited, we have found women occupying the offices of Lieutenant Governor, mayors, and communal authorities; they are mostly single women without family responsibilities, which does not respond to the traditional role assigned to them by gender norms.

Cultural norms, beliefs, and perceptions

The social construct of gender norms and behaviors, often reinforced in everyday life, hinders the achievement of equal rights between men and women. The information collected in the field indicates the existence of marital conflict when women are paid a higher salary than their spouses, and the constraints faced by women to participate in public spaces tend to be because of jealousy or because *“she neglects her housework, abandoning her children.”*

According to ENDES 2012, in the regions visited, five to seven women out of ten have lived in situations of control and verbal violence by their partners. This proportion tends to worsen when the woman presents certain factors of vulnerability: she is poorer, or her educational level is low. In Loreto and Madre de Dios, the percentage of women living in situations of control and verbal violence is five to ten percentage points higher than the national average. San Martín is among the top four regions in the country with high rates of sexual violence: 10.4%, which goes up to 13.5% among women over 40 years of age. In turn, Madre de Dios suffers from social issues such as the sexual exploitation of girls and human trafficking.

Legal framework and institutional practices

We confirmed that there is an international, national, and regional legal framework quite favorable to gender equality, but there are many barriers and slowness in its implementation, possibly because it tends to be confused with a “women’s” issue.

A troubling institutional custom is not punishing sexual harassment or sexual abuse carried out by public servants, especially when it comes to minors, mainly in schools. Another example is the increase in human trafficking, which has an alarming level of impunity and demonstrates the inability of the justice system to protect the rights of persons, especially women and minors.

In the interviews, there is mention of difficulties in the implementation of the Regional Plans for Equal Opportunities, mainly due to the absence of a budget for such purpose.

Proposals to help close gender gaps by development objective

The common thread for programs to achieve USAID’s DOs is capacity-building, which becomes an interesting space for incorporating gender matters. This process is progressive and is based on the premise of transforming beneficiaries into citizens.

DO 1: Alternatives to Illicit Coca Cultivation Increased in Targeted Regions

Field Schools as places for learning and sharing

Field Schools’ strategies for building the capacity of the population for alternative crops such as cocoa and coffee (farm crops) and organic gardens, are conducive to socializing topics such as gender, health, and education. They also become spaces where women build their capabilities, participate, and become empowered, especially in activities for which they and their families are responsible.

DEVIDA's technical leadership and gender focus

DEVIDA plays an important role within the results-oriented budgeting context, by being the governing entity of the Budget Program and of the Rapid Impact Plan – Comprehensive and Sustainable Alternative Development (*Plan de Impacto Rápido – Desarrollo Alternativo Integral y Sostenible*, PIRDAIS). The result is that there is a positive perception by local stakeholders with respect to DEVIDA's presence in the territory, placing it in a position of great power and influence within the local dynamic. This must be leveraged so that it may develop an institutional gender policy, clear guidelines, and team capacity-building in order to lead the inclusion of a gender perspective in the implementation of a national drugs control policy.

Spaces for territorial coordination

These coordination spaces must become the main local partners for the incorporation of a gender perspective into strategies that promote a legal economy and the strengthening of value chains, so that any results that may be obtained are equally beneficial for both men and women involved in legal crops.

DO 2: Management and Quality of Public Services Improved in the Amazon Basin.

Implementation of the National Plan for Gender Equality (Plan Nacional de Igualdad de Género, PLANIG)

Supporting the implementation of PLANIG is recommended due to the close relationship that DO2 has with said plan's general goal, which seeks to eliminate existing gaps between men and women, an effort that involves coordinating the actions of Government institutions, international cooperation agencies such as USAID, and civil society.

Gender-sensitive budgets

Human and financial resources are needed for gender policies to become effective. One of the main problems identified in this study, is that the Regional Equal Opportunity Plans (*Planes Regionales de Igualdad de Oportunidades*, PRIOS) of the regions visited have not been implemented due to a lack of budget. We recommend promoting the incorporation of gender into the implementation framework of results-oriented budgeting³ (ROB), as a systematic routine in the budgetary process; and, progressively incorporating it into budget programs, in performance monitoring and evaluation, and in management incentives.

Strengthening of the Regional Commission for the Fight against Human Trafficking in Madre de Dios.

The Permanent Regional Multi-Sector Commission against Human Trafficking (*Comisión Regional Multisectorial Permanente Contra la Trata de Personas*) of Madre de Dios faces great challenges in its fight against human trafficking, within the framework of legal [sic] mining and corruption. Therefore, we recommend strengthening Regional and Local Government capacities to define clear responsibilities and manage an adequate budget that will allow them to fulfill their role. The Madre de Dios Consortium (*Consortio Madre de Dios*) is part of this Regional Commission, and it is therefore necessary to expand its actions.

³ Results-oriented budgeting seeks to improve the efficacy of public expenditure by associating funding to results and promoting technical efficiency of public entities

DO 3: Natural Resources Sustainably Managed in the Amazon Basin and Andean Glacier Highlands

Roadmap of priorities of Madre de Dios Regional Government

The Roadmap constitutes an opportunity to undertake specific actions that will bridge gender gaps in the activities and projects prioritized by the region. On one hand, it includes effective and adequate participation of women in “Business Models for the Jungle” and in the preparation of business plans for products derived from chestnuts and family farms. In addition, it is advisable to promote the participation of women and men, on equal terms, in the strengthening of business organizations to forest concessionaires, where the distribution of resources and their benefits, and access to technology are equitably balanced.

Technical assistance to Regional Environmental Authorities (REA)

The strengthening of REAs in their actions towards equal opportunity should resume, as this would have a significant impact on the incorporation of gender perspective in regional government management. Thus, gender perspective must be incorporated into the REAs structure – in the strategic plan – by developing activities, results and measurable indicators, with an allocated budget.

Perú Bosques: Regional Craftwork Project for forest conservation and female empowerment.

We recommend paying special attention to assessing women’s contributions, both in the domestic as well as in the productive spheres, by proposing actions that will not result in work overload for women. This can be brought about through instruments specially designed to identify appropriate time periods for women, as well as through a close coordination with other sectors.

Conclusions

The findings of the analysis of the different gender domains show little progress with respect to inequities and inequalities shown by previous qualitative studies and statistical analyses, carried out both by teams of implementing partners as well as other professionals in academy and national and international organizations.

Most interventions are aimed at improving poverty and social inequality, but not gender inequality, thus missing a valuable opportunity to achieve both goals simultaneously. Doing so would facilitate leveraging the human capital, and therefore its development.

It is urgent that intervention sustainability criteria be included in the programs, promoting an equal citizenship that will allow for even distribution of domestic responsibilities between men and women, so that women can have the same free access to education, employment, and skill-improvement opportunities that will enable them to position themselves within the system under the same conditions as men.

Decentralization offers institutionalized spaces for interaction between regional and local stakeholders, both public and private, such as Regional Coordination Councils, the preparation of participatory budgets, and the definition and approval of a series of important regional plans in terms of health, education, and the environment.

Mainstreaming the gender perspective and making it sustainable means inserting it into the organizational structure of Government institutions, incorporating it into strategic plans, including policies, objectives, actions, goals, indicators, and results-oriented financing. In sum, making the existing legal framework a reality, steadily supporting its implementation. This is, necessarily, the first step towards its institutionalization.

It is important to note that in several gender studies recently conducted by USAID projects, gender work is linked to improving women's participation in their activities and teams. There are difficulties to understand gender relations as power relations between people, and there is a tendency to confuse gender perspective with "women's issues," thus minimizing its relevance. Therefore, there is an evident need to strengthen the skills of program managers and implementers in order to mainstream gender perspective into their initiatives.

1 PURPOSE AND KEY QUESTIONS OF THE STUDY

The gender analysis presented herein will contribute to the Country Development Cooperation Strategy (CDCS) of USAID/Peru,⁴ by identifying the key gender issues that hinder or facilitate the progress towards the achievement of the three Development Objectives (DO), in an effective, equitable, and sustainable manner.

1.1 Gender Analysis Goals

The goals of gender analysis are:

- a. Identify those gender issues that have the greatest potential impact on sustainable development and in the achievement of the DOs of the USAID/Peru Mission.
- b. Analyze the DOs present and potential impacts on the status of both men and women.
- c. Identify any gender-based limitations to equitable participation and access of both men and women to economic, political, and social opportunities, with emphasis on the areas and regions with USAID/Peru programs in place.
- d. Identify strategies, methodologies, and opportunities that the USAID/Peru Mission can use to expand and maximize the accessibility and equity of its programs, interventions, and impacts for both men and women.
- e. Evaluate gender-related policies and programs of the Peruvian Government as well as of donors, to identify opportunities for cooperation in order to advance in terms of gender equality and mutual strengthening, with a focus on gender culture.

The conclusions and recommendations from the gender analysis shall be used to guide USAID/Peru into integrating gender in the implementation of the strategic plan, as required by the program design guidelines, seeking to answer two key questions:

- How do the different roles and statuses for men and women within communities, the political arena, and the work and home spheres affect the program interventions that are being carried out? and,
- Will the expected program outcomes affect men and women differently?

Therefore, the first hearing on gender analysis shall be made up of the technical teams of USAID/Peru.

1.2 Gender Conceptualization

A gender analysis is a theoretical and practical process that analyzes, in a differentiated manner, the various roles, spaces, and attributes assigned to women and men by social constructs, but it also visualizes them inside a power relations system. This involves studying the ways men and women organize themselves and relate to each other, identifying both productive and reproductive work, access to and control over benefits, limitations, and opportunities, as well as the organizational capacity of men and women to promote equality. In operational terms, gender analysis is the first step in the development of any policies, plans, or programs, aimed at transforming the nature of inequality-based development.

⁴ USAID/Peru. 2012. "USAID/Peru Country Development Cooperation Strategy." Lima, Peru

When speaking about development with a gender approach, the main idea is that both men and

Social inclusion is crucial to development. Being able to achieve social inclusion requires hard work and multiple supports, in addition to a more drastic change in society's mindset in general.

Source: Peru: Human Development Report 2007

women are development stakeholders. Regardless of place of residence, the right to development is universal; both men and women must have access to resources, to the benefits derived from those resources, and above all, to shared decision-making. However, they both have different needs and expectations, and a Government's policies must address those needs and expectations.

The basis for this concept is that for development to exist with a gender approach, equity, as a generator of opportunities for women and men, must be supported with emphasis on the particular situation women face in certain work, community, and family contexts. In these contexts, due to the

manner in which the division of labor and roles has been structured, there are hierarchical and unequal relations between men and women, which usually manifest themselves in injustice, subordination, and discrimination against women.

Therefore, gender approach is defined as a way to observe reality based on “sex” and “gender” variables and their manifestations in a given geographical, ethnic, and historical context. Gender approach is also referred to as “gender perspective.” It is a “theoretical and methodological perspective,” which means a way of seeing reality and a way of intervening or acting in it.

When talking about gender, two other concepts are usually mentioned: empowerment and mainstreaming. The first one relates to the acquisition of power in the individual and collective scopes;⁵ while the second one refers to incorporating a gender equality focus or perspective into all policies, at all levels, and in all stages, by stakeholders involved in decision-making processes.⁶ In that sense, it is important to understand that a person's empowerment is non-transferrable, and cannot be taught; rather, it is the result of acquiring knowledge, recognizing possibilities, and building one's own skills, which cannot be granted, but rather are individual options. One last step is gender institutionalization, which refers to the establishment of rules and mechanisms that give a permanent nature to gender-focused policy, making it into regular institutional practice, regardless of whether the institution is public or private. It involves the conduct of decision-makers and policy-makers, transforming the institutional culture, making policies effective and sustainable.⁷

The concepts above serve as a framework for this study, allowing us to get closer to USAID/Peru's CDCS development objectives in a holistic and, in the opinion of the team, effective manner to visualize the best way to incorporate gender perspective.

⁵ “El proceso de empoderamiento de las mujeres. Guía Metodológica” [“Women's Empowerment Process. A Methodology Guide”] Comisión de Mujeres y Desarrollo [Commission on Women and Development]. Brussels, 2007.

⁶ “El mainstreaming de género en la Unión Europea” [Gender Mainstreaming in the European Union]. Published in Aequalitas. Revista Jurídica de Igualdad de Oportunidades entre Mujeres y Hombres [Legal Journal of Equal Opportunities between Women and Men], vol. 10-15, May-December 2003, pp. 6-11.

⁷ 2012-2017. National Plan on Gender Equality. Ministry of Women and Vulnerable Populations. Pg. 21. Lima 2012

1.3 Gender in USAID Policy

Since 1982, after the publication of the document *Woman's Role in Economic Development* (Boserup 1970), USAID/Washington has accumulated a wealth of evidence on gender equality and empowerment that today translate into the "Policy on Gender Equality and Female Empowerment."⁸ USAID's gender policy states that "No society can develop sustainably without increasing and transforming the distribution of opportunities, resources, and choices for males and females so that they have equal power to shape their own lives and contribute to their communities."⁹

Although gender gaps have narrowed in the past two decades, inequalities persist in many of the sectors where USAID works around the world, especially in those places affected by internal conflicts and with more vulnerable populations. USAID's interest in equality also encompasses other groups that have been deprived of their rights in the past, such as people with disabilities, indigenous people, and members of the lesbian, gay, bisexual, and transgender community, who in some countries are still struggling for full recognition.

USAID's gender policy seeks to achieve the following outcomes:

- Reduce gender disparities in access to and control over assets and resources, wealth, opportunities, and services in the economic, social, political, and cultural arenas;
- Reduce gender-based violence and mitigate its harmful effects on people and communities; and
- Increase the ability of women and girls to exercise their rights, determine their life outcomes, and influence decision-making in their homes, communities, and societies.

In turn, USAID's strategy for Peru acknowledges that the country has experienced significant progress in terms of gender equality. The country's Political Constitution indicates that humans and respect for their dignity are the objective of Society, and the Government recognizes the right to equality before the law, and therefore, the right to non-discrimination due to gender.¹⁰ Nevertheless, empirical evidence continues to show significant gaps in achieving gender equity. A sample of this are poverty, unemployment, different salaries for the same job, gender-based violence, and participation in public spaces, all of the above showing indicators in detriment of women versus men. Therefore, USAID/Peru deems it essential to carry out actions that will lead to achieving visible outcomes in female empowerment and reduction of gaps between men and women, which are the goals of the interventions and their development projects, with the understanding that equality and equity are factors that will aid in intervention sustainability.

USAID/Peru, consistent with the concerns and the objectives of its policy, includes taking into account gender equality and female empowerment as a requirement in the statement of work¹¹ for the different implementation mechanisms. Thus, there is abundant material gathered from gender studies carried out by each of the partners in charge of executing an intervention. Another

⁸ Note that it does not talk about "women empowerment." Instead, it uses the adjective "female," so as to include girls, adolescents, young adults, adult women, and older women.

⁹ USAID. "Gender Equality and Female Empowerment Policy". Page 3. Washington, DC: USAID. March 2012.

¹⁰ Article 2, Paragraph 2: "Everyone has the right to equality before the Law. No one should be discriminated against by reason of origin, race, sex, language, religion, opinion, economic status, or any other reason."

¹¹ Translated into Spanish as "descripciones de trabajo".

important step was requesting a rapid gender assessment from a USAID/Washington specialist,¹² who recommended to deepen the analysis in the same spaces where the projects are being conducted. Given that USAID/Peru's strategy is recognized as a "living document," it can include new considerations to take advantage of any opportunities identified as a result of deepening gender analysis.

The Country Development Cooperation Strategy (CDCS) aims to strengthen Peru's stability and democracy through greater social and economic inclusion, and the reduction of illegal coca farming and of illegal exploitation of natural resources. The geographical scope encompasses the Amazon Basin, including the departments or administrative regions of Huánuco, Loreto, Madre de Dios, San Martín and Ucayali. The strategy defines three Development Objectives (DO), which are interrelated:

DO 1: Alternatives to Illicit Coca Cultivation Increased in Targeted Regions.

DO 2: Management and Quality of Public Services Improved in the Amazon Basin.

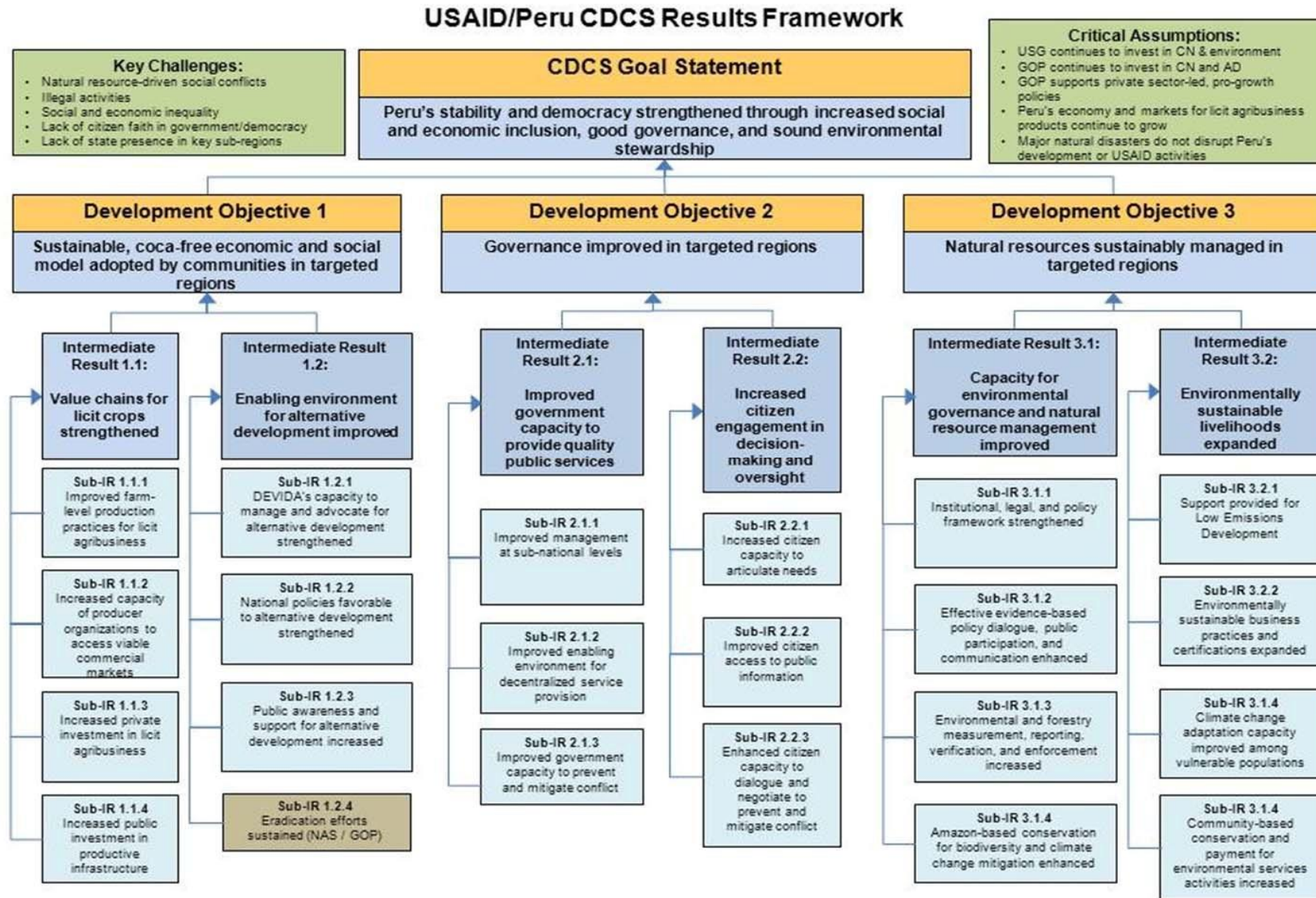
DO 3: Natural Resources Sustainably Managed in the Amazon Basin and Andean Glacier Highlands.

In order to identify opportunities to implement actions that will result in gender equality and female empowerment, the gender analysis carried out is at the DO level and at the level of its intermediate outcomes, (see Outcome Framework). As a result, the implementation of the USAID/Peru strategy will contribute to reducing the gaps between men and women, and increasing female participation in economic activities, decision-making processes, and political representation and surveillance, with emphasis placed on the population living in rural indigenous zones in the geographic areas where it executes its actions.¹³

¹² USAID/Peru Rapid Gender Assessment. Diana Santillán, Gender Advisor. 2012. USAID/Washington. This document indicates, among other sections, the Mission's intention to call an advisory committee on gender issues.

¹³ U.S. Country Development Cooperation Strategy for Peru. 2012-2016. USAID/Peru. Pg. 22. Spanish version.

Figure 1: USAID/Peru CDCS Results Framework



2 METHODS OF ANALYSIS

The terms of reference of the study point to four main components which suggest the methodology for gender analysis. The components are as follows:

2.1 Review of gender documents

Fulfilling this component required the team to diligently review the gender studies that some of the USAID/Peru programs had created, and which were made available to the team. A summary of these studies is included as part of this report. Likewise, new quantitative information was analyzed, updated, and added to the information that had already been gathered and submitted in the recent gender gap assessment conducted by the Pro-Decentralization Program.¹⁴ For the five departments requested – Huánuco, Loreto, Madre de Dios, San Martín, and Ucayali¹⁵ –, this task demanded analyzing the databases of the 2012 Demographic and Family Health Survey (ENDES), the 2012 National Household Survey (ENAHU), the 2010 National Time Use Survey (ENUT), and the 2012 National Agricultural Census (CENAGRO). Likewise, the National Commission for Development and Life without Drugs (DEVIDA) provided its latest database to give us an approximation on the population that benefits from the alternative development program (ADP). Other documents from international organizations, universities, non-governmental organizations, individual gender researches, etc., were also reviewed so as to have as much information as possible about the equality and equity situation between men and women in Peru and Latin America. Whenever possible, we used triangulation to enrich the interpretation formed from the quantitative and qualitative information available.

Likewise, all guidelines and guides issued by USAID were reviewed in order to perform a comprehensive analysis of gender policy and strategies to be applied in country programs. Finally, similar studies performed in other countries such as Mexico, El Salvador, the Dominican Republic, Rwanda, and Senegal, as well as studies from the Latin America and the Caribbean Regional Office for Sustainable Development, and a report from West Africa – which is still under internal distribution status – were also reviewed.

2.2 Analysis of gender opportunities and barriers

The leader of the study held numerous meetings with members of the technical teams of USAID/Peru, the individuals responsible for conducting the various programs, key officials from implementing partner organizations, and/or with the professionals who led the gender studies carried out in the various programs. Based on this information and taking into account the gender-based analysis framework, qualitative instruments were created to help identify gender issues and barriers linked to the development objectives. They include individual interview guides and guides for group interviews and/or focus groups.

The instruments were designed based on the conceptual framework that defines the domains for

¹⁴ Document dated July 2013. This gender study has been the main source used and quoted from in the quantitative portion.

¹⁵ These are the departments that make up the area requested. It omits Amazonas and includes Huánuco, whose information is all new.

gender analysis, updated in the USAID standards for integrating gender into USAID's program cycle:¹⁶

- Gender roles, responsibilities, and time use,
- Access to and control over assets and resources,
- Patterns of power and decision-making,
- Cultural norms and beliefs.
- Laws, policies, regulations, and institutional practices.

The meetings with the first group of respondents, helped to identify key people in the different areas, locate the best geographic spaces, and also visit those programs where the feasibility of incorporating the gender approach was most promising, whether because they had already taken some steps toward it, or because the context offered the best conditions for this purpose.

The interviews took place with three types of respondents:

- a) public officials or managers of partner organizations,
- b) direct implementers (supervisors, field technicians),
- c) beneficiary population, (promoters, small entrepreneurs, male and female educators in multi-grade and single-teacher settings, and male and female farmers).

The last group is considered to be the most important group, because it has been included in only a few studies conducted by the USAID/Peru projects.¹⁷

The information gathering took place, in a first stage, from August 6 – 16, and then from September 9 – 13 and September 18 – 21, for a total of 19 days of field work. The areas visited are located in San Martín, Ucayali (Pucallpa and Aguayta), the province of Yurimaguas in Loreto, Madre de Dios (Puerto Maldonado), and the province of Leoncio Prado in Huánuco. A list of all the respondents can be found in Annex 6 of this document. Table I summarizes the interviews made and groups interviewed.

Table I: Number of interviews and focus groups conducted in the Regions, by Development Objective

Development Objectives	Regions					TOTAL
	San Martín	Loreto (Yurimaguas)	Ucayali	Madre de Dios	Huánuco (Tingo Maria)	
DOI	15	2	3	0	10	33
DO2	9	0	15	7	3	34
DO3	4	2	7	6	0	19
TOTAL	28	4	25	13	13	86

The work team organized the information in executive summaries and by gender domain for each of the respondents. They were then consolidated by DO, by program visited, and by respondent level. Finally, a diagnostic report was drafted for each department visited, grouping the findings, which has

¹⁶ ADS Chapter 205 "Integrating Gender Equality and Female Empowerment in USAID's Program Cycle" July 17, 2013.

¹⁷ "Promoviendo confianza, impulsando redes, fomentando competitividad empresarial: RNPM y PDA. Informe de Sistematización y Evaluación" [Promoting trust, boosting networks, fomenting business competitiveness: RNPM and PDA. Systematization and Evaluation Report] is one of the studies that includes the program's direct beneficiaries.

become the main input for the final report.

2.3 Identification of gaps and opportunities in the Mission\$ program portfolio

The field work allowed us to collect valuable information from the respondents suggested by the USAID/Peru technical team, but also from others who were referred to us during our visit at the work zones. All the visits were accompanied by technical team officials, which allowed them to evaluate the results of the field work.

A substantial portion of this report analyzes and summarizes the gaps and opportunities found, allowing us to offer a list of possible options to align and guide program activities, under a perspective of gender equality.

2.4 Recommendations to strengthen gender integration into the Mission\$ portfolio

Under this component, we held meetings with the technical teams (COR) for each DO, with whom we reviewed the proposals resulting from this analysis, taking into account their feasibility and evaluating how to include them. The most important suggestion lies in using strategic planning to find out the best ways to implement, monitor, and evaluate program activities under a gender-based approach.

After the meetings and after receiving suggestions and recommendations from members of the technical teams, these suggestions and recommendations were included in the final version of this report, adding a proposed diagram – using the theory of change – of the incorporation of gender into each of the DOs.

3 CONTEXT

3.1 Inequalities in Peru

In recent years, Peru has experienced growth in its macroeconomic indicators as well as progress in the strengthening of democracy; however, income inequality continues to be high compared to developing country standards, which is evident in the populations that live in rural and suburban areas of the country where there are significant economic, social, and political gaps.

Peru's Human Development Index (HDI) for 2012 was 0.741, an improvement compared to the 2003 index. This improvement was due to the introduction of several social programs aimed at the most excluded sectors of the population. Likewise, some of the MDGs have been achieved: a decrease in infant mortality and malnutrition, and a significant reduction in extreme poverty. Nevertheless, despite Peru becoming a middle-income country and having sustained economic growth during the last decade, all these advances mask extreme inequalities, and it is well known that "progress sustainability depends on political will and the effectiveness of public management."¹⁸

Table 2 shows that, from 2010 to 2012, total poverty has decreased to a lesser extent in urban areas compared to rural areas. However, the rural areas are the ones with a high proportion of the population living in poverty, especially those in the mountain and jungle regions. This suggests that most public policy efforts should be aimed at those two regions, where about half of the population continues to live in poverty.¹⁹

Table 2: Peru: Incidence of total poverty by geographic area, 2010-2012
(% of total population)

Geographic Areas	2010	2011	2012	Variation 2012/2010
Total	31	28	26	-5
Area of residence				
Urban	20	18	17	-3
Rural	61	56	53	-8
Natural region				
Coast	20	18	17	-3
Mountain	45	42	39	-7
Jungle	40	35	33	-7

Source: INEI. ENAHO 2012. Technical report: 2007-2011 evolution of poverty. Pg. 28.

Likewise, with regards to total poverty by mother tongue, the existing discrimination becomes evident: in 2012, poverty affected 40.4% of people who claimed a native language as their mother tongue (12.0% extremely poor and 28.4% poor, but not extremely poor), which is almost double the

¹⁸ USAID/Peru. 2012. "U.S. Country Development Cooperation Strategy for Peru." Lima, Peru

¹⁹ From 2007 to 2012, extreme poverty in the country has fallen by 5.2 points.

incidence compared to the population whose mother tongue is Spanish (4.6% extremely poor and 17.6% poor, but not extremely poor). Country statistics still show vacuums, since the averages conceal inequalities that affect men and women differently, and this information is not easily accessible.²⁰

3.2 Gender gaps in the country

According to the Global Gender Gap Index, in 2012 Peru held the 78th place out of 135 countries.²¹ This index is designed to measure gender gaps in access to resources and opportunities offered by countries, regardless of their degree of development. The results reflect a fall in the wage equality ratio and a lower percentage of women in ministerial positions. It should be noted that in terms of this index, which accounts for gender gaps, the country's behavior has been erratic, since in 2006 it had held a better position, occupying the 60th place. In terms of the Human Development Index (HDI) for 2012, the country occupies the 77th place out of 187 countries, in other words, it is placed in the upper half, while in the gender gap index it is placed in the lower half.

3.2.1 Use of time

A quick analysis of the number of hours that men dedicate to paid work indicates that it is 14 hours and 13 minutes more than the time women dedicate to the same type of work; however, women work 23 hours and 35 minutes more than men performing household activities for which they receive no pay.²² Intra-gender gaps can also be observed in the time that women dedicate to domestic activities; for example, women in rural areas dedicate 7 hours and 54 minutes more per week to culinary activities than women in urban areas.²³

3.2.2 Wages and employment

These inequalities are manifested, among other things, in the access to the job market, where the most important positions, both in the public and private sectors, are held by men, and in the income earned for the same type of work, which is different in detriment to women.²⁴

On average, salaries are 35% lower for women. Seventy-one percent of women work in small companies compared to 62% of men.²⁵ The type of work is also different for men and women: 6% of men are employers, while only 3% of women fall under the same category. Being a "laborer" is synonymous with being male, since 31% of men fall under this category, while only 10% of women are in the same category. The opposite occurs with housework and non-paid work: 15% of women work as homemakers and non-paid workers, compared to 4% of men who perform the same type of work.²⁶

²⁰ Unfortunately, there are still many data that cannot be obtained differentiated by gender, which prevents us from displaying existing gaps. If this type of information is needed, then it becomes necessary to request the databases and process the data, or ask the issuing institution to do so, especially when it comes to information at the department level.

²¹ World Economic Forum's Global Gender Gap Index. This index analyzes the gap between men and women based on four sub-indices: economic participation and opportunity, educational attainment, health and survival, and political empowerment. In turn, these sub-indices are made up of 14 different variables. Its maximum value is 1, which means the non-existence of differences between men and women.

²² INEI. 2010 Use of Time Survey.

²³ Ibid

²⁴ In average, men earn more per month (S/1,520) for their work than women (S/998); Information published in the weekly magazine "Mi Hogar" of El Comercio, Sunday, September 29, 2013, based on the ENAHO for the first quarter of 2013. INEI.

²⁵ INEI. Gender Focused Statistics. II Quarter. Technical Report No 03. September, 2013.

²⁶ Ibid.

3.2.3 Political participation, reproductive health, violence

Women's political participation continues to be much lower compared to men's, and when visible, the offices they hold are less important and their participation is lower. Access to reproductive health continues to be a "privilege" enjoyed by women, because health services do not include men; the use of so-called modern contraceptives reaches 51.8% of women in relationships (ENDES 2012). Over the past decade, pregnancy in women under 18 years of age has remained more or less stable at 13.5%, with those with a lower educational level and those in the poorest quintile being the most affected. Reviewing the figures by region, we can notice that the percentage of teenage pregnancies in the Peruvian jungle reaches 27.5%. On the other hand, four out of ten women have experienced physical and sexual violence at some point in their lives while in a relationship.²⁷

3.3 The Government's position on gender gaps

The Peruvian Government is no stranger to this situation and is committed to promoting gender equality and female autonomy after having signed and ratified several international instruments since the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) in 1979. Recently, Peru was signatory to the Montevideo Consensus, in which the LAC countries committed to prioritize the implementation of a human rights approach with a gender and cross-cultural perspective in the treatment of population and development issues, as well as to increase efforts toward the recognition, promotion, and protection of women, in order to eliminate inequalities and promote social inclusion.²⁸

To fulfill its commitments through the now Ministry of Women and Vulnerable Populations (*Ministerio de la Mujer y Poblaciones Vulnerables*, MIMP), the Country has prepared the third 2012-2017 Plan for Gender Equality (PLANIG), which has eight strategic objectives (SO), is mandatory and

Men have more opportunities than women to earn income: 76% of their total working time is destined to paid work. Women only dedicate 48% of their working time to paid work.

**Source: Gender Gaps in Time Use.
MIMDES, Lima 2011.**

multisectoral, and is financed through the authorized budget for each budget item. PLANIG becomes the core instrument for mainstreaming gender perspective into the Peruvian Government's public policies at a national, regional, and local levels, giving it the ability to guarantee the exercise of their right to equality to all people.²⁹

The creation of the Ministry of Social Inclusion and Development (*Ministerio de Inclusión y Desarrollo Social*, MIDIS), becomes an opportunity to reinforce

MIMP's gender equality stewardship as it reorganizes social programs, while it posits that, in order to advance social inclusion, men and women must be able to exercise their rights, have access to quality

²⁷ ENDES 2012, Box No. 12.3 "Peru: Physical and sexual violence by the spouse or partner" pg. 329. INEI, April, 2013.

²⁸ First Meeting of the Regional Conference on Population and Development in Latin America and the Caribbean. United Nations, CEPAL. Montevideo, August 12 – 15, 2013.

²⁹ PLANIG is a public policy instrument designed to implement the stipulations of the Equal Opportunities Act (*Ley de Igualdad de Oportunidades*) between women and men, and in general, to fulfill international and domestic equality mandates.

public services, and have essential critical capacities to take advantage of opportunities for economic growth.³⁰

Another important public stakeholder in achieving gender equality is the Ministry of Environment (*Ministerio del Ambiente*, MINAM), whose first strategic axis seeks to incorporate men and women to build social peace and strengthen civic responsibility to care for the environment. An important axis of MINAM's strategy is based on managing, in advance and through dialogue, productive activities to avoid social conflicts and contribute to social peace. This same strategy promotes the reduction of ethnic and culture related inequalities, leading other efforts aimed at addressing the indigenous population as well as the afro-descendant population, while respecting their rights and implementing the right to prior consultation.

3.4 Gender Studies conducted by USAID/Peru Projects

As mentioned above, the main projects of the USAID/Peru portfolio have made valuable efforts to develop diagnostics and incorporate some gender-related indicators into their activities. This information has been very useful for recognizing individual gender situations in project areas, but more importantly, for providing a general diagnosis of the Amazon regions based on the quantitative gender gaps that affect men and women.

Seven studies whose reports were made available to the team were reviewed:

1. USAID/Peru. Gender Rapid Assessment. Undated.
2. Pro-Decentralization. Gender Diagnosis in the Amazon Basin. July, 2013.
3. Perú Bosques. Gender analysis of the forest sector affecting communities prioritized in the regions of Loreto, Madre de Dios, and Ucayali. April, 2012
4. Directorate General of Forests and Wildlife. Proposal for the incorporation of a gender approach to the public version of the national forestry and wildlife policy created by the Directorate. Undated.
5. Mitigation of Conflicts and Development in the Amazon Basin. Gender strategy proposal. May, 2013.
6. Initiative for Conservation in the Andean Amazon (ICAA II). 2012 – 2016 Gender Action Plan. August, 2012.
7. Pro-Integrity, Gender Inclusion Strategy. May 2013

The studies reviewed seek to answer key questions, such as:

- What is the specific condition of women in the Amazon Basin, and what are the most important barriers faced to access more opportunities?, and
- What is the current scenario in relation to working with a gender-equality approach and what are the conditions required to prioritize it in regional governments' agendas?

The most important missing element found in the vast majority of the studies is that, neither the voice of the beneficiaries, nor their practical nor strategic gender needs, have been included. It is possible that they may have been explored, but they are not clearly observed in the studies, despite the fact that they are all aimed at improving women's participation and reducing gender inequalities, (equal pay for equal work, value of unpaid work, lack of identity documents, presence of women in

³⁰ One of MIDIS' functions is to formulate, plan, direct, coordinate, execute, monitor, and evaluate national and sectoral policies on development and social inclusion, aimed at reducing poverty, inequality, vulnerability, and social risks.

public spaces, etc.) Special exceptions to this phenomenon are the documents from ICAA II and the 2006 Alternative Development Program, both of which do include beneficiary interviews.

There is a difference in the document generated by Pro-Integrity, whose core proposal is the inclusion of a gender approach within the project, such as the incorporation of the principle of access to justice for women, understood as a subjective procedural right and a duty of the State.³¹

Generally speaking, there is important information available that has been gathered and that in some instances has been used in the preparation of this report, but there is also a host of recommendations that could be quickly incorporated into the life cycle of the various projects.

3.4.1 USAID/PERU Gender Rapid Assessment

It provides detailed information on the work done by the USAID/Peru projects in the areas of environment, mining, economy, production, democracy, human rights, health, and gender violence. The key informants are Mission officials, and the documentation reviewed is the one provided by the projects.

The report describes the multiple gender dynamics, especially in regards to human rights, democracy, health, and gender violence. Nevertheless, because of its rapid-diagnostic nature, there is no explicit information about gender equity practices, even though it quotes many reference studies. The report calls for the programs to focus on the reduction of violence against women. But it emphatically recommends that a deeper gender analysis be performed at the CDCS development objective level, indicating their concern related to the views of some of the interviewees, who expressed that it was possible to achieve the strategy's objectives without the participation of women. This suggests that there is still a lack of understanding by USAID officials about the importance of gender and its implications in the outcomes of the DOs.³²

3.4.2 Pro-Decentralization

The study was developed in collaboration with the Ministry of Women and Vulnerable Populations. It uses primary and secondary sources, through the analysis of quantitative and qualitative information. The regions it targeted are Amazonas, Loreto, San Martín, Madre de Dios, and Ucayali. The study concludes that the most noticeable gender gaps in the five regions are related to: a) rurality, being indigenous, not speaking Spanish, and being a woman; b) poverty; c) Human Development Index; d) identity; e) education: illiteracy and access to secondary education; f) rural women's institutional childbirth; g) teen pregnancy (rural poor indigenous girls living close to extractive industries); h) violence; and, i) lack of income equity for equal work.

To formulate the recommendations, the Pro-Decentralization team conducted a series of interviews to key regional authorities, identifying regional public policies and budgets allocated to gender gap reduction. It also conducted a large number of interviews with informants from civil society. The recommendations are basically related to the fulfilment of the current public policies, because the main objective of the program revolves around that.

3.4.3 Perú Bosques

The study is based on the application of semi-structured interviews, participatory diagnosis workshops used to gather information that allowed them to have a baseline, and the systematization

³¹ "Gender Inclusion Strategy". Pro-Integrity Project. Pg. 7. May, 2013.

³² USAID/Peru Gender Rapid Assessment. Pg. 12. Diana Santillán, Gender Advisor, USAID/Washington.

and analysis of the information. The information gathered corresponds to the regions of Loreto, Ucayali, and Madre de Dios.

Social and gender inequalities and gaps affect forestry development and environmental management directly, since the initial conditions are stacked against women, and especially indigenous women, who face a series of limitations to participate on equal terms as men in forestry activities, and to have access to training, credits, and forestry plans and projects.

The gender gaps and/or issues related to women's status identified for all three regions are: a) unequal wages for men and women; b) lower levels of formal education or female illiteracy; c) women's difficulty to have access to land; d) lack of organizational capacity; e) violence; f) inequity in benefit distribution; g) high rates of teen fertility and pregnancy.

3.4.4 Directorate General of Forests and Wildlife

Its Proposal for the Incorporation of a Gender Approach studies and analyzes forestry and environmental policies being formulated at the sector and regional levels, as well as binding national and international regulatory frameworks.

It explains that the studies and experiences conducted have corroborated that development policies and programs have unequal effects and impacts for men and women, due to the different condition and status they hold in society, resulting in substantially different effects in terms of forest resources care and family and community development. At the same time, it recognizes that women possess important knowledge related to risk mitigation, adaptation, and reduction with respect to climate change and sustainable forest management.

The study accomplishes an important analysis, identifying all gender inclusion related aspects of the National Forestry and Wildlife Policy, including the principle of gender equity and strategic guidance aimed at women's access to land, training, credit, technology, and tools, among other things.

3.4.5 Mitigation of Conflicts and Development in the Amazon Basin

The gender strategy proposal is a brief, two-page summary. It contains diagnostic data on the area of Napo (Loreto) and Lamas (San Martín). The diagnosis indicates a significant increase in women's participation in the project, compared to the start date. This participation would be associated to a higher level of female education. This would be especially important given that a very strong patriarchal culture still prevails, which relegates women solely to the domestic arena.

In the Napo region, some of the problems noted include violence, teen pregnancy, and female illiteracy, among others. The summary ends with simple, and apparently feasible proposals, proposing indicators and actions that can be implemented by the project.

3.4.6 Initiative for Conservation in the Andean Amazon (ICAA II)

The document refers to the four countries where ICAA II operates (Bolivia, Colombia, Ecuador, and Peru). It clearly exposes the barriers on the matter identified in its partners: *"The ICAA partners relate gender work to improving women's participation in their teams and activities. There are difficulties to understand gender relationships in the context of environmental management. There is a tendency to confuse gender approach with 'women's issues'."*³³

The findings of the gender analysis performed with the members of partner organizations indicate: a)

³³ "2012-2016 Gender Action Plan." Pg. 9. Initiative for Conservation in the Andean Amazon II – ICAA II. August 2012.

a lack of up-to-date information and/or accessible information on gender and environment in the Andean Amazon Basin; b) a lack of planning tools that will guide the actions toward gender equality; and c) limited technical capacity of the ICAA partner organizations to design and implement gender-related actions, goals, and indicators.

From these findings, a Gender Action Plan (GAP) was created with the following goals in mind: a) generating and disseminating knowledge about gender relations in environmental management among target groups; b) increasing the capacity of partner organizations to institutionalize gender; and c) incorporating gender issues in partner organizations' project management.

The Gender Action Plan contains the main strategies to guarantee that the actions adopted by the Initiative are implemented seeking the integration of gender into the various activities, and addressing any vacuums and weaknesses found in terms of gender. Likewise, it contains an analysis of project aspects that would not be achievable if said Plan is not implemented.

The Gender [Action] Plan is a document that was very seriously prepared, and is the only one that details the actions to be carried out, and allocates human resources and a detailed budget to include gender in all its activities.

3.4.7 Pro-Integrity

The document on gender inclusion into the project performs a review of the criminal justice reform, the current status of the implementation of the Code, and the main challenges facing the justice system to carry out the investigation, prosecution, and punishment of criminal acts of violence against women.³⁴ It gathers information through a series of interviews and workshops with officials of the Justice System and Public Prosecutor's Office.

It proposes a series of actions that range from the initial technical phase of the project to the work plan. It meticulously refers to actions and activities, which include a) educating the Project team on the exclusion and violence suffered by women in Peru and the inadequate response offered by the justice system to violence against women; b) including baseline information that will allow them to have a quantitative and qualitative approximation of the legal practice and culture as it relates to handling gender violence crimes; c) including the dissemination of actions for gender inclusion, among other activities, into the project's communication plan; d) including a module on gender perspective and the interrelationship between acts of corruption and gender violence in the training plan; e) promoting the creation of an interdisciplinary and specialized training program on gender violence and the response of the criminal system; f) developing a work methodology with magistrates and judges to incorporate gender perspective into the rulings issued on cases of violence against women. These are some of the main proposals, among other interesting proposals for easy-to-implement actions.

³⁴ "Gender Inclusion Strategy." Pg. 8. Pro-Integrity Project. May 2013.

4 DIAGNOSIS IN FIVE REGIONS FROM A GENDER PERSPECTIVE

The information presented below is organized and analyzed according to the five domains of the gender analysis framework. It is based on qualitative data collected in the field and in specially tabulated quantitative information. In many cases the qualitative information gathered matches the quantitative data, in which case the analysis is strengthened with the triangulation of information. For each domain, when there are differences in the findings per geographic area visited, and situations that arise from the programs that are recognized in the field, the corresponding clarifications are made to explain these differences.

4.1 Roles, responsibilities and time use

The main division of labor occurs between a paid individual and a non-paid one. Here we can see the differences between male and female activities. It is important to reflect on this division because it separates productive work from reproductive work, and explains unequal gender relations. The next few paragraphs proceed to examine what males and females do in these spheres, including roles, responsibilities, and time use during paid work and unpaid work, including housework. This will allow us to determine if there are barriers to participation in development projects.

In the Amazon regions, economic participation —measured in conventional, productive work terms— is higher for men than for women, very similar to the national average of 82% and 64%, respectively (Chart I). The roles of men and women are still traditionally differentiated: for the most part, men work, whether in the country or in the cities, and are the head of household. In these regions, and especially in rural areas, the role of women is reflected only in the home arena, since, even if they work in the fields, their work is not visible, much less recognized.

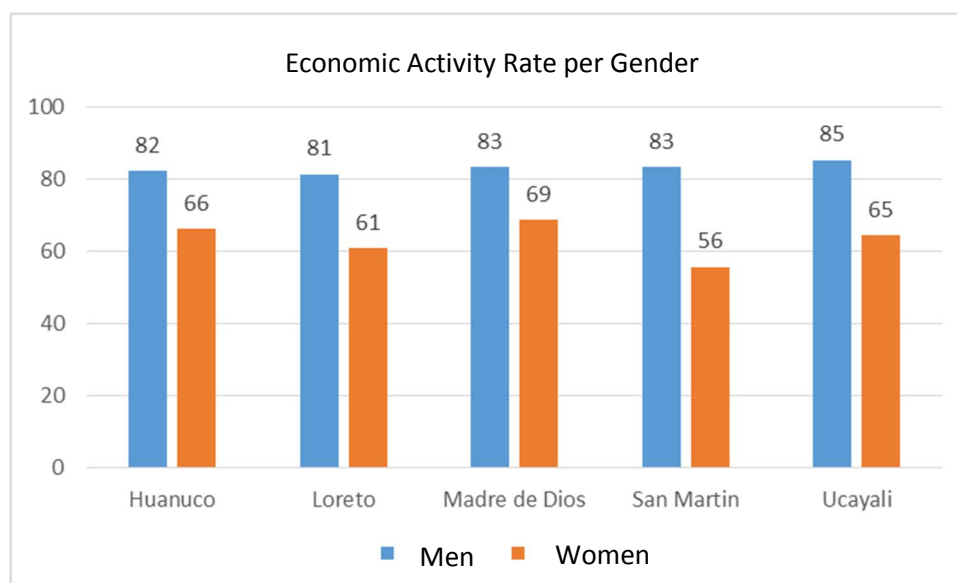


Chart I: Economic activity per gender. Source: ENAHO 2012. Chapter 500-Employment

For example, the relationship of women with respect to the use of forest and natural resources in general is completely invisible. Women in the Amazon Basin depend in great measure on the forest for their subsistence activities, including food security, health, housing, medicine, spiritual activities,

recreation, and local/regional commerce chains. Female participation is essential to agricultural artisanal, and fishing work, to wild game “pishteadá,” and those who don’t have small children work in logging (by cleaning and even lifting beams). Nonetheless, they do not receive any pay whatsoever for this work.³⁵

Productive work carried out in the market has an exchange value, expressed in terms of price (wages, salaries); while reproductive work, typical of private spaces and usually assigned to women, such as housework, has no market value. In addition, this reproductive work becomes a limiting factor for women to efficiently [participate in] productive spaces, due to the task overload they must assume.

Therefore, there is evidence of women’s work overload when using the same effort as men in farm work in addition to being in charge of the household’s reproductive activities. In some cases, moreover, women engage in their own productive activities, such as selling in small grocery stores, or taking temporary domestic jobs, washing, cooking, cleaning, and/or helping with childcare for others. The testimonies confirm that women work “all day.”

“A woman works from the time she wakes up to the time she goes to bed, and men take much longer rest periods”
Public Official, Pucallpa.

“Women work in the home, go the fields, work, wake up early, go to the farm, come back well past noon, and in the afternoon women participate in sports, come back home to do more things... men just go to the fields, just do that work”
Soccer Coach, Yurimaguas

The following table shows the household activities that people engage in seven days a week. They validate the information received. It does not include paid work or work that generates some kind of income. Household activities include not only the time spent in preparing food, but also in house cleaning, child care and sick care, home maintenance and/or repair, household shopping, and garden tending and animal care, among others. It is easy to note that in the Jungle region, women spend 80% more time on domestic activities than men.

³⁵ Perú Bosques. “Environmental management activity and forest governance support. Gender analysis of the forest sector with impact in community management, value chains, and governance.” Pg. 19-20. Lima, August 2012.

Table 3: Jungle Region: Hours per week spent on household tasks, per gender

Household tasks	Men	Women	Difference (M-W)	% (M/W)
Housework	40	72	-32	80
Family social activities	13	13	0	1
Communal voluntary work	6	3	3	-43
Educational activity	35	33	2	-5
Free time	18	14	4	-22

Source: Database of the 2010 National Time Use – Household tasks, INEI

This excessive workload does not allow women free time, which translates into a barrier for them to attend training, participate in public spaces activities, or enjoy free time for rest and recreation. And although poverty can increase even more the time women spend on domestic work,³⁶ this condition does not affect the time that men spend on it, i.e. it does not increase.

Roles, responsibilities, and time use are closely related, and even though the ENUT does not allow us to break down the information by region, the situations repeated themselves in all the locations visited. For example, in Tingo María, from a perspective of the evolution of the roles assigned to men and women, women continue to be the main child caregiver, have started to become more involved in farm tasks since the installation of alternative crops —cocoa and coffee— that demand intensive use of family labor, and have started to get more involved in community life. In general, they do not receive revenue for the work they perform; however, they have been gaining spaces where they used to lack participation, likely strengthening their self-esteem due to their having new experiences.

“Women participate in the entire agricultural production process (legal crops),...especially during harvesting. Family work is not paid, but it helps to reduce production costs”

DEVIDA Official. Tingo María

By actively participating in the tasks of their farms – cleaning the farm, preparing the soil, sowing and grafting, harvesting –, and even if these activities are unpaid, women reduce the final cost of production. In addition, they are responsible for household chores, such as food preparation, cleaning, washing, and childcare. On the other hand, the men of the communities work in their farms as well as performing paid work as day laborers in works of infrastructure. Both men and women participate in Field Schools’ strategies, which implement alternative development programs; however, in order for women to attend, they must start their day very early to make progress with domestic chores.

In the gender analysis of banana production value chains, it is stated that women participate in all the

³⁶ The poorest women have more children to care for and lack support from other people and from appliances to facilitate their work, moreover, their poverty causes the basic services they do have to be very precarious, (they must fetch water, firewood, or cook with charcoal, etc.). In "Gender Gaps in time distribution." MIMDES, 2011.

activities (installation, growing, and production) required by this crop.³⁷ There is parity in five of the thirteen tasks identified, and in the remaining eight, their contribution is between 18% and 33% of the annual wages required for production. In addition, they are 100% in charge of food preparation.

In the communities within the area of influence of the alternative development program of the United Nations Office on Drugs and Crime (UNODC) —Leoncio Prado in Huánuco and Aguaytía in Ucayali— 40% of the possessors who manage the land are women, household matriarchs, many of them widowed as a result of actions by Sendero Luminoso and drug trafficking.³⁸ This has allowed women to actively benefit from projects that had been traditionally assigned exclusively to men, thus gaining access to new resources (technical assistance, tools, and others), which contributes to their empowerment.

In urban areas, women are more up-to-par with modern society. They simultaneously perform all roles: they care for their children and perform housework, have a job (dependent or independent) for which they receive income, and participate assuming positions in various spaces (institutional, political).

However, both in the country as well as in the cities, the progressive incursion of women into assuming new roles does not translate into a redistribution of household tasks. The most noticeable advance is achieving her “partner’s understanding” so she may transcend the home space, which sometimes requires checking what the woman does outside of the home.

“...some men have attended the meetings to make sure that their partners are not lying to them and that they are working for others (CEM volunteers). After that, they let them be”
CEM Promoter, Tingo María

“I get up at six in the morning every day, prepare breakfast, and leave for work at a company. Then in the evening I tend to the restaurant until midnight”
Woman – Asociación de Mujeres Empresarias de Madre de Dios

In Puerto Maldonado, for example, the qualitative information gathered proves the persistence of a strong division of labor along gender lines. It is socially “required” that women devote themselves “to their homes and their husbands,” in spite of participating in productive spaces. This situation is valid for all the other locations visited. Women reflect that even though they work more than twelve hours a day in these spaces, they have not abandoned or reduced the time spent on domestic roles.

“The husband must be taken care of by the woman: clean-cut and well fed, that’s the ideal way for this society”
Women’s Emergency Center (Centro de Emergencia Mujer) Worker

On the other hand, many women still think that men “cannot” take on domestic tasks and release them from having to be co-responsible for these types of tasks. There is a generalized idea that men “were not born for these types of activities” or “are not as careful as women,” thus reinforcing traditional roles.

“Even though I devoted many years to my family, now is my time, I want to look outside to feel fulfilled, because then that’s going to be reflected on my family and my partner...the housework is

³⁷ Cárdenas, N. et al: Promoting confidence, networking, and business competitiveness: the National Network for the Advancement of Women and Alternative Development. Systematization Report. Lima, 2011.

³⁸ Information provided in an interview to a UNODC official.

never done, and my husband supports me only in mind and heart. It is not that he doesn't want to [help out], he just can't"

Woman – Asociación de Mujeres Empresarias de Madre de Dios

4.2 Access to and control of assets and resources

A key component of gender analysis is the access and the capacity that men and women have to use assets and productive resources: housing, land, income, social security, public services, technology, and information. All of this enables the person to be a fully active and productive participant in society. However, the State's presence is also required to deliver quality services according to the needs.

4.2.1 Land

CENAGRO's data provide information on how land ownership for agricultural purposes is distributed between men and women. Nationwide, out of every 10 heads of household who own agricultural units,³⁹ three are women. Differences in land ownership is more marked in the Jungle region (8 men/2 women), while in the coast the ratio is 7/3 and in the mountain region it is 6.5/3.5. Chart 2 shows that most inequities are found in Loreto, San Martín and Ucayali, where 12, 14, and 18 percent of possessors, respectively, are women. In indigenous communities, land ownership is communal.

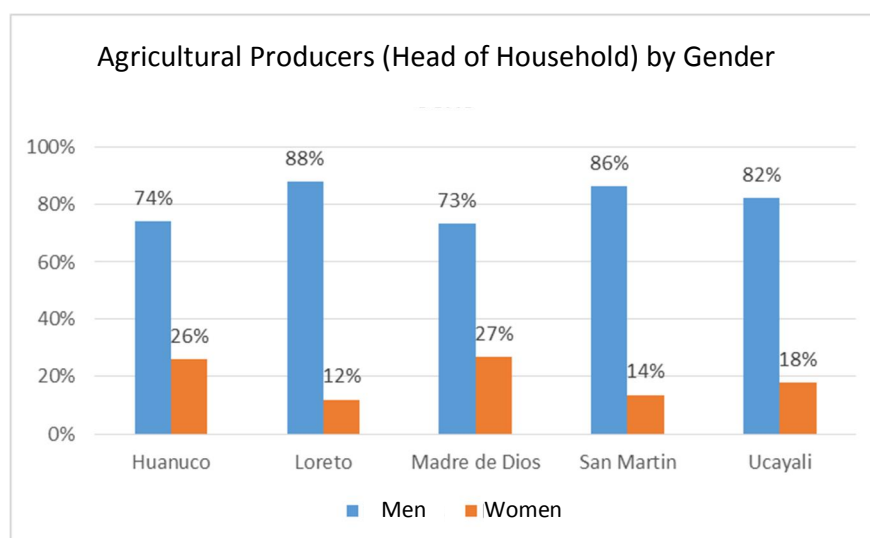


Chart 2: Agricultural Producers' Gender. Source: CENAGRO 2012

The data also show that ownership of smaller parcels of land, of up to half a hectare, is almost equally distributed between men and women, with a 12% difference. The gap progressively grows in favor of men as the size of the land increases to areas of between 5 and 50 hectares (see Chart 3).

³⁹ It is defined as a land plot or set of land plots, totally or partially used for agricultural production including livestock, managed as one economic unit, by an agricultural producer, regardless of size, legal status, or tenure regime. The agricultural unit may consist of one or more plots of land that must be located within the same political - administrative district or census area.

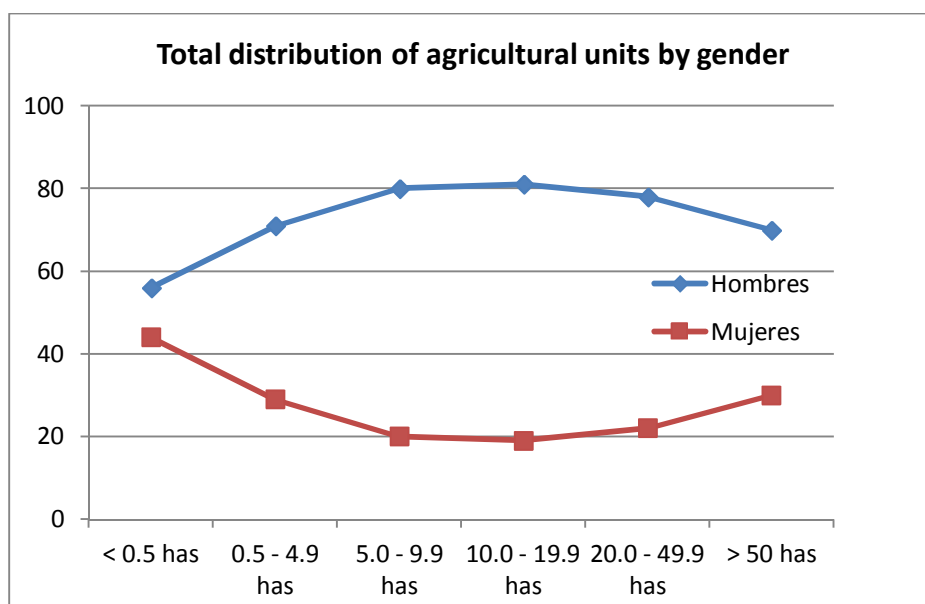


Chart 3: Distribution of Agricultural Units by Gender. Source: CENAGRO 2012

Likewise, in the countryside, it is virtually impossible to find men and women with deeds to their lands. The data analyzed confirmed that possessors –whether men or women– do not have deed of ownership to the land, do not know the value of their properties, and therefore access to credit is very difficult. This situation is repeated for all regions under study.

DEVIDA has been promoting actions so that people living in its area of intervention will receive their deeds of ownership. For example, in Huipoca, Ucayali, one hundred families have received their deeds of ownership, and two thousand deeds are projected to be handed over by the end of the year. Here, men and women are both equally titleholders, but men seem to show a greater interest on the certification received.

Table 4 shows that while there are no differences between men and women in terms of title-holding, there is evidence that San Martín and Ucayali have the highest proportion of people with ownership of their lands, which may mean that DEVIDA's efforts to achieve this status are showing results.

Table 4: Land ownership by Head of Household's gender

Department	Deed %		No Deed %	
	Men	Women	Men	Women
Huánuco	17	16	83	84
Loreto	16	16	84	84
Madre de Dios	39	40	61	60
San Martín	29	30	71	70
Ucayali	23	24	77	76

Source: Peru INEI. IV CENAGRO - 2012

Even without a deed, men usually have the properties registered in their name and, since they are mostly considered heads of household, they have greater access to any loans they may request. This allows them to more frequently make decisions and manage assets and money. In the event women have access to a small loan, they usually give it to their partner to invest it in improvements for the farm, or if they so choose, in a purchase for the home.

“Men are still being favored when getting loans. This is a cultural issue, but it also has to do with the issue of documentation: there is a number of women who have not been registered.”

GORESAM Worker, San Martín.

4.2.2 Employment and income

According to ENAHO, 81% of men and 64% of women in the country engage in some sort of activity that generates some kind of income to cover basic and other needs. In contrast, 36% of women do not work, versus 19% of men who do not work (rate of unemployment). San Martín, Loreto and Ucayali are the regions that show the widest gaps between men and women in terms of unemployment: it reaches a 27 point difference in the case of San Martín, which is much larger than the national average of 17 points.

The fact that men and women have jobs does not mean that there are equal conditions. For example, 11.2% of working women do so as non-paid family workers, while the percentage of men who fall in that category is just 5%. Likewise, nationwide, almost 6% of men fall under the category of employers, while only 2% of women fall in the same category. Chart 4 shows Huánuco's extreme case, where 24.3% of women's work is unpaid.

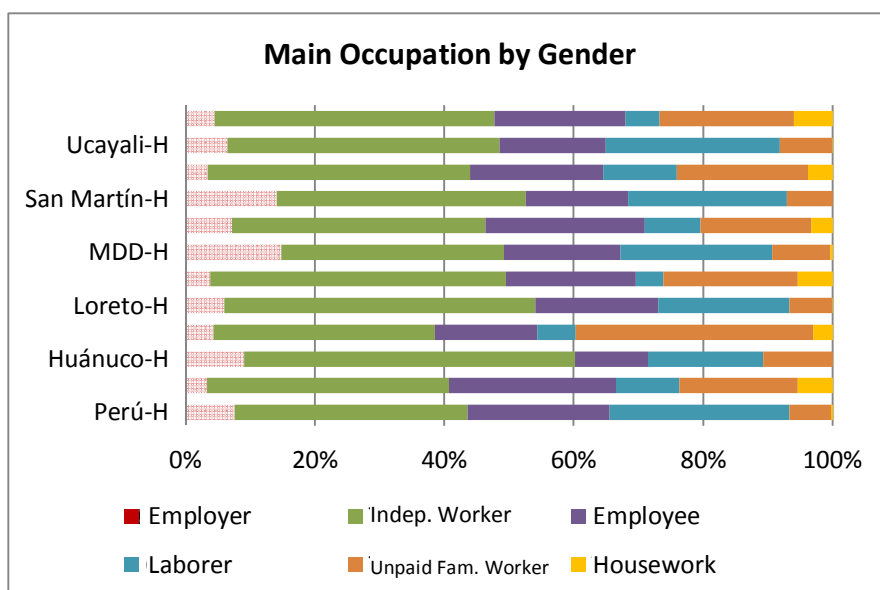


Chart 4: Main Occupation by Gender - Source: 2012 ENAHO Database, Chap. 500 – Employment

Some micro-entrepreneur women are faced with limits in terms of growth possibilities for their businesses due to the unique characteristics of their products; one example is women who own small chocolate factories and who, were they to expand their business, industrializing it, wouldn't be able to maintain product quality, because said quality is based on manual labor.

“What we do is very specialized. We could buy machines, but then the quality of the bonbon wouldn't be the same. They are hand-made, and women make better balls than men... We could do what other, larger factories do, but then we would lose the best part, which is hand-made... even the little boxes are hand-made...: Chocolate manufacturer, San Martín.

An important piece of information at the national level, is that among the unemployed, 6.8% of women claimed to be seeking work versus 11.7% of men who were actively seeking work. In this same group, 40.4% of men claimed to be students, which is the reason why they didn't work, while only 21.6% of women fell under the same category. More than half of unemployed women performed household chores, a proportion that reached 70% in Loreto and 65% in Ucayali (see Chart 5). This situation generates economic dependency and promotes asymmetrical power relations between people, and particularly between the couple. For women to enter the job market in the same way that men do, it is necessary for there to be a redistribution of unpaid workload, which is associated with reproductive and domestic work. On the other hand, it is also necessary to have work policies in place that will provide special incentives to facilitate childcare options for couples, including fathers and mothers (institutional centers, nurseries, paternity leave), so that women may have better opportunities to access paid work, for which they would be equally qualified as men in terms of higher, technical, and university education.

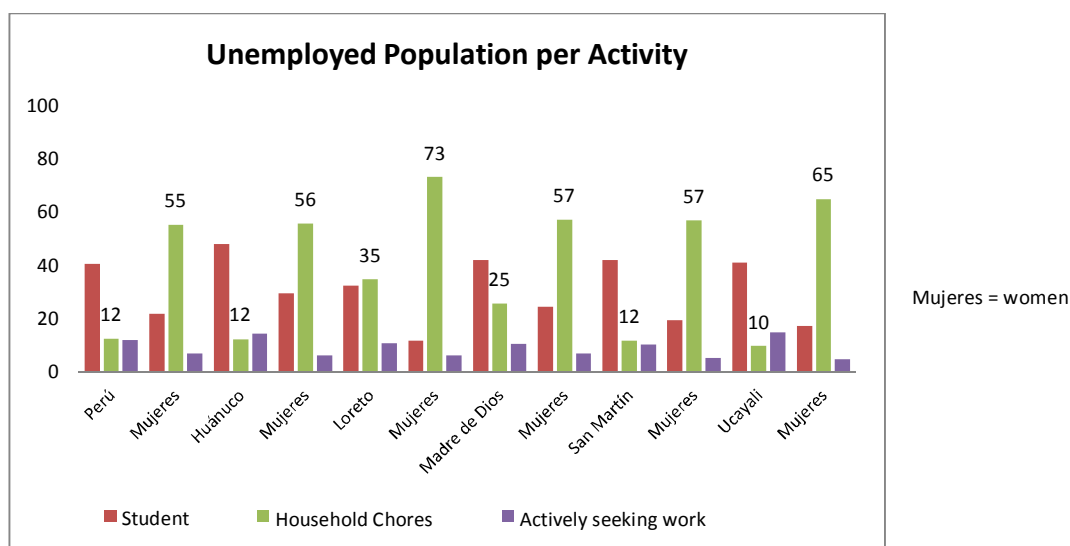


Chart 5: Unemployed population by activity and gender - Source: ENAHO 2012 Database, Chap. 500-Employment

Economic resources allow households to acquire goods. In the areas visited, these economic resources have been the product of coca crops or mining and illegal logging. Even though the housing is very precarious, families – especially men – have access to means of transportation, such as motorcycles, and other goods such as televisions, sound systems, and cellular phones. According to ENAHO, the monthly per capita income has grown, from 2011 to 2012, by 2.6% in San Martín, and a considerable 13.7% in Huánuco, although in the case of Ucayali it has rather suffered a decrease of -0.6%. But this income continues to be unequal between men and women. This is a gap that they have not yet been able to close. In the departments of the Jungle region, for the last quarter of 2011, the percentage of income for women with 13 and more years of education was 55% that of men.⁴⁰

In the province of Leoncio Prado, in the urban area of Tingo María, there is greater access to credit which has led to more indebtedness, apparently in women seeking to meet household needs, such as for children's education. This situation is due to the facilities offered by the country's financial institutions and not to income-generating opportunities that women and families in general have.

"Some teachers only receive one hundred soles per month as wages, the rest is taken up by deductions to cover loans...teachers go into debt to provide a good education for their children"
UGEL Tingo María Worker

Forty-seven percent of working people, mostly men, hold a second job. Therefore, they have more income and also more working hours, likely outside of the home. The following table shows this situation by department.

⁴⁰ UNDP – Presidency of the Council of Ministers. PERU: Third national report on compliance with Millennium Development Goals. Pg. 87. Lima, 2013.

Table 5: Other income-generating activities, by gender by department

Departments	Secondary Occupation / Other Activity		
	Men %	Women %	Difference
Nationwide	18.2	14.7	-3.5
Huánuco	24.1	17.7	-6.4
Loreto	27.8	23.0	-4.8
Madre de Dios	28.7	17.5	-11.2
San Martín	25.3	15.9	-9.4
Ucayali	14.6	12.3	-2.3

INEI Source: ENAHO 2012 Database. Chap. 500 - Employment

4.2.3 Public Services, Social Security, and Identity

4.2.3.1 Health and sanitation

Some of the zones visited, which cover the areas with USAID programs in place, lack public water supply and sanitation services, and more than 90% lack access to safe water – except for Madre de Dios, whose conditions are better (see table 6). Combined with poor road infrastructure to reach populated areas, these hardships worsen people's situation, especially for women and minors, who are usually the ones in charge of fetching water for the household. Also, as the family's "health caregivers," women assume the consequences of any diseases contracted due to the lack of sanitation and safe water. On the other hand, except for Loreto and Huánuco, in the other departments, more than 80% of the population have electricity, although it is not usually on a continuous basis.

Table 6: Percentage of the population that has access to basic utilities

Scope	Public Water Supply*	Safe Water	Sanitation*	Electricity
Nationwide	82.3	23.6	77.8	89.2
Huánuco	71.5		71.2	72.6
Loreto	43.4	8.2	42.2	69.6
Madre de Dios	79.6	37.8	49.2	88.3
San Martín	69.7	7.4	60.5	80.4
Ucayali	52.1	5.1	30.8	84.9

Source: PRODES, Regional gender assessment. Lima, July 2013(*) Population with sustainable access to public sources and improved sanitation services

Access to health services is not easy. Second-level health facilities are located in more urban centers, and they are better equipped and have professionals to meet the needs of the population. The population is wary of the service they receive, and only go to the facilities when it is absolutely necessary, for example, when children need immunizations or show symptoms of illness. There is still an evident fear of going to hospitals, especially to give birth, which some people associate with the possibility of dying.

This lack of trust and negative perception of health services is also evident in urban zones. In the

case of San Martín, the respondents said that, unlike the case of the public sector, service at private health centers has increased (clinics or doctors' offices).

"Despite the health strike, the population has not felt the impact of the sector's absence, because they resort to the private [health] sector. That also means that there is money to pay for this service"
Regional Advisor, San Martín

Indicators related to women's health care do not show flattering figures. An important indicator of women's health is the prevalence of anemia, which puts women at greater risk during pregnancy and childbirth. According to ENDES 2012, three out of every ten women of child-bearing age in Loreto have some degree of anemia. Twenty-one percent of women in Ucayali, and 13% of women in San Martín are in the same condition.

Table 7 shows that women's health could be more affected than men's, given that it is women who tend to report in greater proportion any illnesses or chronic conditions.

Table 7: Illness or chronic condition by gender and department

Departments	Claims to have an illness or chronic condition		
	Men %	Women %	Difference
Nationwide	32.7	40.7	8.0
Huánuco	26.2	33.7	7.5
Loreto	34.1	33.1	-1.0
Madre de Dios	21.0	25.9	4.9
San Martín	32.6	43.4	10.8
Ucayali	32.4	36.9	4.5

Source: ENAHO 2012 Database, Chap 400 - Health, INEI

This situation should result in visits to health facilities to seek relief for these ailments; however, people don't choose this option for various reasons, with the most important one being people's tendency to self-assess that *"it wasn't serious, it was not necessary to go to the healthcare facility"* (32.3% of the population). The figures show differences when analyzed by gender, with 35% of men and 30% of women indicating such reason. These differences repeat in all departments, confirming the stereotype that men have a tendency to show physical strength and *"not feeling sick."*⁴¹

At least one of every 10 people nationwide indicates a reason related to the health services to avoid resorting to them in the event of an illness or ailment. This percentage raises up to 14% in Ucayali and 25% in Madre de Dios.⁴²

"In the healthcare sector, we found serious problems such as that the healthcare centers close down due to lack of health professionals, lack of an adequate health service in the Region, medication

⁴¹ For example, SIS statistics indicate that both men and women in the regions under study are more or less equally insured. Unfortunately, there is no information that will allow us to know the number of treatments provided differentiated by gender, although such information exists by age group. This information would be important to corroborate who is more likely to use healthcare services, and to establish strategies to motivate them.

⁴² The reasons included in this indicator were: distance of the healthcare facility, wait times to be seen, lack of trust in health professionals, and ill treatment received from health professionals.

shortages, lack of specialized hospitals, in addition to problems with the implementation of vertical childbirth.”

People's Advocacy Worker. Madre de Dios

The lack of trust in, and underrating of, health services, has its correlation in the frequency of institutional births - attended at a healthcare facility. Loreto continues to have a high proportion of home births, 36.3%, probably linked to the larger number of indigenous communities in the area.⁴³ In Ucayali, one of every five women's childbirth is a home birth, and in San Martín, 13% of women do the same. Home births are usually attended by family members or traditional midwives who, in the event of complications, have no other recourse but to resort to a healthcare facility, sometimes too late to save the life of the mother and/or the child.

The use of contraceptives is a variable that is indicative of the use of health services, and also of women's decision -whether married or cohabitating- to control their fertility, reaching 68% in Loreto, 71% in Ucayali, and 74% in San Martín. A more analytical look at the data shows that one of every three users would prefer a traditional method or periodic abstinence method.

In the periphery of Tingo María there are two Health Centers: Cachicoto and Sachabaca (I-2), but the quality of the services provided is deficient, they lack equipment, there are not enough health staff, and medicines are scarce. When emergencies arise, people go to the city. There is significant maternal mortality in the area due to lack of treatment and medical supplies. Women tend to go to family planning services by themselves, and very seldom with their partners. They wait until having their partners' "will" to use some method [of birth control]. In suburban areas, men continue to decide the use of contraceptives, due to the belief that if women use a contraceptive method, they could be unfaithful; therefore, women who do not wish to have more children "take care of themselves" without their husbands' knowledge.

It should be added that the regions of the Amazon Basin exhibit the highest proportions of teen pregnancy, with Loreto, San Martín, and Ucayali at the top of the list with 32.2%, 27.2%, and 26.5%, respectively.⁴⁴ Nonetheless, San Martín has not deemed this to be a top priority issue.⁴⁵ The last ENDES indicates that the age of onset for sexual relations is now younger, and this aspect is compounded if the young woman lives in rural areas, lacks education, and belongs to the two lowest quintiles of the population (the poor and extremely poor).

ENDES 2012 confirms that the Jungle region has the lowest median age for the onset of sexual relations, with Loreto being the department with the lowest age: 16.4 years old. On the other hand, in its report of 01-2013, the Roundtable on the Fight against Poverty (*Mesa de Concertación para la Lucha contra la Pobreza*) indicates that teen exposure to maternity and paternity has increased by 37% in the past two decades. Thus, teenage girls between 15 and 19 years of age who claimed to have engaged in sexual relations went from 18.4% in 1992 to 29.2% in 2012, while for young men in the same age range, this proportion is 45%.⁴⁶

In 2012, 6% of young women began having sexual relations before their 15th birthday, while 20% of

⁴³ This high correlation can be also observed in Amazonas, with 38% of home births.

⁴⁴ Demographic and Family Health Survey, ENDES-2012.

⁴⁵ Information gathered from an interview conducted with a Council Member of the Regional Council of San Martín.

⁴⁶ INEI. ENDES to men. INEI, 2008

young men indicated the same age. In Iquitos, 81.7% of all teenagers began having sexual relations before turning 18, and 45.1% before turning 15 years old.⁴⁷

Table 8: Sexual and reproductive health by Department

Indicators	Departments					
	National	Huánuco	Loreto	MDD	San Martín	Ucayali
Global Fertility Rate (GFR)	2.6	3.0	4.3	2.9	3.1	3.4
Teenage mothers or pregnant girls (%)	13.2	17.7	32.2	19.1	27.2	26.5
Pre-natal care by a health professional (%)	96.0	99.5	80.1	97.2	87.6	90.0
Childbirth assisted by a professional (%)	86.7	92.8	56.8	93.2	83.9	77.4
Institutional Childbirth (%)	86.8	90.0	62.0	91.2	86.5	80.2
Use of modern contraception (%)	51.8	58.6	45.3	54.9	48.7	51.8
Use of traditional contraception (%)	23.7	15.8	17.9	22.7	25.3	18.7

Source: Demographic and Family Health Survey. ENDES 2012.

The problem of teen pregnancy not only means a disruption, sometimes irreversible, in the life path of the young woman, but also pregnancy-related death is an imminent risk, especially in the departments of the Amazon Basin. A recent publication by the Ministry of Health indicates that the departments with the highest rates of maternal death are those of the Amazon Basin, surpassed only by Cajamarca, Puno, and Pasco.⁴⁸ In the case of adolescent girls, this study on maternal death in the country concludes that the MMR is higher in the jungle, in the countryside, in the quintile two of poverty and in the 15 – 19 age group.⁴⁹

Information gathered in Puerto Maldonado, indicates the existence of teen pregnancies provoked by temporary migrant men, who went to the areas of intervention under study, to work in construction works such as roads.

“There have been many teen mothers “resulting from the road.” They met the technician, laborer, worker, and never even learned what the name of their children’s father was”
Advocacy Worker – Madre de Dios

“During the times of móvil [a construction company], the workers got the girls pregnant, and when those workers left, they left behind the girls with their children, who are known as “movilitos”... something similar happened with the [construction of] the road”
Project Implementer – Madre de Dios.

4.2.3.2 Health insurance

An issue related to the use of healthcare services is having the insurance coverage to facilitate access to said services. According to ENAHO 2012, 64% of women in the country have some type of health insurance; except for Madre de Dios and Ucayali, the rest of the departments are above the national average, with the case of Huánuco being especially high, indicating that 83% of women have insurance (see table 9).

⁴⁷ Roundtable on the Fight against Poverty. Preventing Teen Pregnancy in Peru. Pg 9. May 2012.

⁴⁸ Amazonas has the highest MMR in the country: 246.9 per 100 thousand live births.

⁴⁹ Ministry of Health. Directorate General of Epidemiology. Maternal Mortality in Peru, 2002-2011. May 2013.

Table 9: Health insurance coverage by gender and Department

Departments	Have some type of insurance		
	Men %	Women %	Difference
Nationwide	60.1	63.8	3.7
Huánuco	75.8	83.1	7.3
Loreto	64.5	68.1	3.6
Madre de Dios	42.8	51.6	8.8
San Martín	64.3	70.7	6.4
Ucayali	58.2	64.5	6.3

Source: 2012 National Household Survey database. Chap. 400 – Health, INEI

Madre de Dios continues to be the department with the least insurance coverage, but also the one with the largest gap between women and men. It is clear that women are the main insurance beneficiaries, especially public insurance (SIS), intended to meeting the needs of the poorest citizens who have no access to dependent or independent workers insurance (ESSALUD).

There is evidence that healthcare services need to be strengthened so they can serve their purpose and meet the needs of the people. Building credibility through a quality offering in the full sense of the word, as well as improving accessibility to the facilities, becomes an obligation for the Government. On the other hand, it is important for people to become aware about their own comprehensive health care, including the rational use of medicines to reduce self-medication.

4.2.3.3 Education

A traditionally negative indicator that places women at a disadvantage compared to men is illiteracy. Nationwide, 15.8% of women cannot read nor write, almost 6 points more than the percentage for men. The Survey carried out annually by the National Commission for Development and Life without Drugs – DEVIDA, whose respondents were beneficiaries from four departments, confirms this information for the areas where it intervenes (see table 10).

According to ENAHO, at the national level there were no significant differences among males and females between 5 and 24 years of age, in terms of enrollment for 2012 (64.3% for males and 64.6% for females). There are a few noticeable differences favorable to women in Madre de Dios and San Martín (5 and 1 points more, respectively), while in the other departments – Huánuco, Loreto and Ucayali – the differences favorable to men are between 2 and 3 points. In other words, they were able to achieve parity in enrollment.

Table 10: Percentage of illiterate people according to two sources of information, by gender

Departments	Illiteracy according to ENAHO and DEVIDA					
	ENAHO			DEVIDA		
	Men	Women	Difference	Men	Women	Difference
Nationwide	10.0	15.8	-5.8			
Huánuco	19.1	29.8	-10.7	9.5	16.9	-7.4
Loreto	17.3	23.1	-5.8	5.5	15.5	-10.0
Madre de Dios	10.7	15.7	-5.0			
San Martín	12.9	16.1	-3.2	8.0	14.1	-6.1
Ucayali	15.4	16.3	-0.9	7.3	15.8	-8.5

Source: ENAHO 2012 Database, Chap. 300 – INEI and DEVIDA 2012 Database, Section A.

Access to education is an inalienable right of people; however, in some places, getting to schools, especially high school, can take up to two hours. This causes girls to be forbidden from attending, for fear that they may be harassed or sexually assaulted, especially in the rainy season. This information has been repeatedly reported in several locations visited, becoming a barrier for girls to finish their education, because parents prefer them to stay home and take on household chores instead of risking sexual assault on the way to school. On the other hand, in some sectors of the population, especially of Ucayali and San Martín, there is a tendency to think that it is not essential for girls to finish high school because they will soon find a partner.

“If [the girl] is eleven years old now, in four years she is going to have a partner, so parents claim that it isn’t worth it” [to send her to school]
UGEL Lamas Official.

A worker of the Madre of Dios’ Advocacy Office (*Defensoría de Madre de Dios*) stated that in distant communities, in order for their sons and daughters to attend high school, the whole family has to migrate or split, prioritizing boy’s attendance over girls’, due to “*unsafe situations that girls would encounter while travelling long distances.*” It should be noted that net rates of high school enrollment between males and females 12 to 16 years of age have reached parity in San Martín, Madre de Dios and Ucayali, but not in Huánuco and Loreto.⁵⁰ However, it is also necessary to know the drop-out rates by gender, information that we were not able to obtain due to the fact that MINEDU does not process the information that way.

An especially important subject is the one brought up by some workers from UGELES and other institutions, where it would be the parents themselves who would encourage some sort of relationship between the teacher and the student in exchange for benefits, such as passing to the next grade, receiving economic benefits, etc.

“... because they don’t want trouble with the teacher, both father and mother consent to their daughter’s relationship with the teacher, or because it becomes a way for the student to be able to pass her subjects”
People’s Advocacy Office. Ucayali.

This abuse of power by both the family and the educational institution, mediated by some bad

⁵⁰ UNDP and PCM. Peru. Third national report on compliance with Millennium Development Goals. September 2013.

professionals of the education sector, is just the first step toward potential school desertion, teen pregnancy, and a disrupted life path. On the other hand, these cases of statutory rape are seldom reported, due in part to the indifference of the authorities charged with adopting measures against this type of situations.⁵¹

Information from the Ministry of Education about reasons for school desertion among girls and boys in the areas under study, indicate that boys drop out of school due to economic reasons (cannot afford the expense of education), while girls do so in order to help out with domestic work.

“In San Martín, boys’ education is still prioritized over girls’ education. Parents claim that ‘the girl is going to get married,’ but the boy’s work is needed in the farm.”
GORESAM Worker, San Martín.

These claims have their correlation in the numbers shown in table 11, where 15.3% of the population between 5 and 24 years of age claim economic issues as the most important reason preventing school enrollment at some point during elementary or higher education. However, it appears that men focus more on this argument (16.1%), while women concentrate significantly on family problems (12.4%). The differences existing between men and women related to this reason are wide, ranging from 7.4% in San Martín to 16.8% in Loreto. Another reason that reinforces women’s domestic role is the 7% of women that, nationwide, were not enrolled in school and instead work in household chores, while for men, this value is practically null. Finally, a very peculiar piece of information is the argument of lack of interest in studying, which, nationwide, always appears to be higher for men (6.5%) than for women (3.4%). This relationship repeats over and over in all the departments under study, except for Madre de Dios, where more women express lack of interest in studying.

Table 11: Reasons offered for lack of school enrollment, by gender and Department (Population 5-24 years old)

Reason given for not being enrolled or attending basic education	Nationwide		Huánuco		Loreto		Madre de Dios		San Martín		Ucayali	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Economic issues	16.1	14.4	15.7	13.1	21.4	18.2	11.9	12.7	19.1	22.2	20.6	15.7
Family problems	3.8	12.4	3.3	11.8	5.5	22.3	8.2	19.1	4.3	11.7	4.5	19.5
Working	23.6	12.9	25.1	9.6	15.0	6.1	29.1	11.5	26.2	7.6	33.9	8.5
On vacation / not yet enrolled	33.2	32.9	31.9	36.8	31.6	25.4	32.9	39.8	22.1	23.4	24.7	28.3
Works in household chores	0.1	7.1	0.0	10.0	0.0	1.6	1.1	3.4	0.5	10.3	0.3	15.5
Finished his/her studies	11.6	12.2	6.6	6.9	3.2	4.5	6.2	4.4	10.2	11.5	7.3	5.1
Not interested/don't like studying	6.5	3.4	8.5	5.0	6.2	4.0	1.1	3.4	11.9	7.0	3.0	1.1
Not old enough and other reasons	5.2	4.8	8.8	6.9	17.1	17.8	4.4	5.4	5.5	6.3	5.6	6.4

Source: 2012 National Household Survey, Chap 300 – Education, INEI.

⁵¹ The recently issued third national report on compliance with UNDP’s MDGs makes reference to this situation currently in the country.

On good account, despite the advances that have made it possible to increase enrollment for both boys and girls, girls are still affected by persisting cultural patterns that prevent girls from finishing their education. To this, one must add the fact that, during sowing and harvesting, school absences worsen because the whole family goes with the father to the farm. In those cases, both boys and girls are harmed, *“but girls tend to miss more school.”*

In the regions under study, teen pregnancy is a problem both in the city and in rural zones. When a young woman gets pregnant, she stops going to school due to embarrassment, and it becomes very difficult for her to finish her education. This suggests the need to strengthen contraception and responsible sexuality matters. The existence of Alternative Basic Education (*Educación Básica Alternativa*, EBA) is a good option for young women to finish the education that they had abandoned due to a pregnancy, as well as for young people of both genders who, due to various reasons – mainly economic reasons or because they are migrants – did not finish their education. However, in EBA schools, there have been many cases of violence and labor exploitation of youth (both males and females) identified, due to their situation of vulnerability, without any actions being adopted to address the situation.

At the institutional level, it is important to note that in general, employees and technicians that provide services to the population (health, education) show interest and motivation to improve the delivery of services; however; this does not mean greater equity in the attention provided to men and women, since gender analysis is minimal or absent in their actions.

Access to education and technology go hand in hand. In the past five years, advances in information and communications technology (ICT) have opened opportunities to increase knowledge and place people in conditions to access better standards of living and give them development skills. Nevertheless, after reviewing the data gathered by INEI on this aspect, it is clear that the use of ICT is still limited.

While it is true that computers and cable TV are present in about 30% of households in the country, only 22.6% of all households have access to Internet. Nonetheless, people satisfy this need by resorting to Internet booths, where they tend to go in great numbers, considerably increasing its use. According to ENAHO data for the second quarter of 2013, 38.4% of the population ages 6 and older use the Internet. By gender, more males than females use the Internet: 41.4% of the male population vs. 35.4% of the female population.⁵² Poverty is a barrier to people's welfare, and technology is also limited by it. Thus, the use of the Internet is concentrated mainly in wealthier sectors of the population. This situation is replicated in all departments, where the highest rate of use among people living in extreme poverty occurs in San Martín (3.7%). Among people living in non-extreme poverty, the use of the Internet ranges between 4.1% in Loreto and 8.9% in San Martín

In the country, 80.9% of households have at least one member who owns a cellular phone, a means of communication whose creative use has shown very good results in communicating messages and improving knowledge. Even in rural areas, this rise in cellular phone use has increased by more than three percentage points from 2011 to 2012. Table 12 shows that, except for Huánuco, and by a very narrow margin Madre de Dios, it is women who own cellular phones in larger proportions.

⁵² INEI. Communications and information technologies in households. April – June 2013 Quarter. Technical Report No. 9, Lima, September 2013.

Table 12: Percentage of Heads of Household with access to technology and information by Department

Department	Access at Home	Gender of Head of Household		
		Men	Women	Difference
Huánuco	Land line	10%	9%	-1%
	Cellular	74%	61%	-13%
	Internet	7%	6%	-1%
Loreto	Land line	24%	36%	12%
	Cellular	52%	69%	17%
	Internet	5%	6%	1%
Madre de Dios	Land line	12%	15%	3%
	Cellular	85%	82%	-3%
	Internet	10%	16%	1%
San Martín	Land line	19%	14%	-5%
	Cellular	68%	76%	8%
	Internet	8%	9%	1%
Ucayali	Land line	20%	24%	4%
	Cellular	72%	80%	8%
	Internet	7%	8%	1%

Source: ENAHO 2012 Database.

Gaps are also observed in the use of Internet when analyzed by gender, as shown in the following table on the use of the Internet in the month immediately prior to the survey. The table shows that all departments exhibit differences unfavorable to women.⁵³ Nonetheless, it is important to note that since 2007, the use of the Internet has increased by 6.7% in the case of men and 7.4% in the case of women.

Table 13: Access to Internet in the past month by gender and department

Department	Men %	Women %	Difference
Nationwide	40.0	32.0	-8.0
Huánuco	18.9	15.3	-3.6
Loreto	18.8	14.1	-4.7
Madre de Dios	32.4	26.6	-5.8
San Martín	23.9	20.0	-3.9
Ucayali	29.1	21.2	-7.9

Source: 2012 National Household Survey Database, Chap. 300 - Education, INEI.

According to the surveys conducted in San Martín, most teachers have access to a computer and Internet, but according to some DRE and UGEL Lamas workers, “... *almost 80% do not actively*

⁵³ INEI's report, with preliminary figures for the April-June 2013 quarter, reports that there has been an increase in access to the Internet, reaching 38.4%, with 41.4% of users being men, or a 1.1% decrease, while access to the Internet by women increased by 1.3%. The use continues to be concentrated among people 19 to 24 years of age, increasing by 2.5%, followed in second place by teenagers (12-18 years of age) with 35.4%.

operate the computers despite the fact that there is (one) available in the educational institution.” This is confirmed by other teachers who indicate that there are difficulties among teachers, both men and women, to apply this technology in their classrooms, even though “*they are required to train two hours per week.*” This is not the case when the teachers are younger, since they demonstrate better skills in the use of technology. In other places in the Amazon Basin, such as populations close to Yurimaguas, is not yet possible to have this technology. There is access to TV and radio stations, but there is no Internet signal yet, and there are no booths with computer services, although there are some in educational centers.

4.2.3.4 Identity

Lack of official documentation has been a serious issue in the country stemming from various economic, social, cultural, and geographic factors. Nevertheless, thanks to the efforts of the Government, this situation has been progressively decreasing. The establishment of a National Identification Document (NID) for minors under 18 years of age has been a success, because it has also allowed for improving the registration of newborns, which occurred in great proportions, especially in the departments with the highest levels of poverty and rurality. The lack of a NID limits access to education, employment, and health services, to the possibility of being a property owner, to social programs, and to exercising one’s civic rights.

While in the national context there have been advances on this matter, there is still a lack of knowledge and political will in some parts of the public sector. Regional and local governments do not include proactive commitments and roles in their agendas that will facilitate the restitution of identity to the most vulnerable population, which includes mainly poor and indigenous women whose mother tongue is other than Spanish.⁵⁴

Information from the National Registry of Identification and Vital Statistics (RENIEC) indicates that one of the departments with the greatest lack of documentation issues is Loreto, with 9,604 undocumented adults and 237,104 undocumented minors under 18 years of age. Ucayali also has high rates of lack of documentation compared to its total population, exceeding 25%. With regards to the under 18 age group, three out of the five departments under study have the highest percentages of undocumented people in their rural areas: Ucayali, 79%; Madre de Dios, 77.3%; and San Martín, 74.7%.

Information gathered from the field indicates that in the province of Leoncio Prado, in Huánuco, approximately 80% of the adult population has a NID, while the remaining 20% does not have one or has arrest warrants in place (*requisitorizados*).⁵⁵ In Madre de Dios, 1.6% of women⁵⁶ lacks a NID; however, the numbers seem to be masked by the department’s floating or temporary population. In addition, according to the Advocacy Office, there have been issues when it comes to identifying the indigenous communities due to the high cost of transporting registry staff; moreover, there are cases of indigenous people who have encountered difficulties when recording their names, which end up being misspelled or Hispanicized.

RENIEC’s National Plan, very appropriately evaluates the context in which undocumented women

⁵⁴ RENIEC. Peru’s 2011–2015 National Plan against lack of documents. November 2012.

⁵⁵ To be “requisitorizado” means that a person’s NID has been confiscated, the person has fake documents, or is being sought by the law.

⁵⁶ People’s Advocacy Office; 2009: 160, quoted in the Regional Gender Assessment of the Pro-Decentralization Program. July, 2013.

live,⁵⁷ and has concentrated its efforts in addressing this problem, achieving a relative parity between documented males and females. However, it acknowledges that there are some factors that complicate this group's documentation, including cultural prejudice and sexism, which relegate and limit women to the family's private spaces, granting access to public spaces or assertion of rights only to men. This situation is most frequently observed among adult women, with a larger number of women over 70 years of age who have never had an identity document or birth certificate.⁵⁸

Table 14: Population without DNI, by gender and department

Department	Of Legal Age			Minors		
	Men %	Women %	Total	Men %	Women %	Total
Nationwide	43.4	56.6	128,996	50.8	49.2	4,590,965
Huánuco	45.2	54.8	5,538	50.8	49.2	178,072
Loreto	47.9	52.1	9,604	50.9	49.2	237,104
Madre de Dios	52.8	47.2	967	50.8	49.2	25,257
San Martín	43.5	56.6	6,111	50.8	49.2	174,737
Ucayali	49.6	50.4	3,821	50.9	49.2	121,019

Source: RENIEC. Peru's 2011-2015 National Plan against lack of documents.

RENIEC's Plan adopts gender perspective, rights, and interculturality as cross-sectional axes, by implementing positive action measures that will contribute to closing the gap that discriminates against women in particular, in rural and more remote regions of Peru.⁵⁹

4.3 Power and decision-making

People are "empowered and make decisions" when they have developed the ability to decide, influence, and exercise control over financial, material, human, and intellectual resources, whether in the family, community, or country. This includes the capacity to exercise their right to vote and run for office at all levels of government. Also, the extent to which males and females are decision-makers and exercise their voice in decisions made by public, private, and civil society organizations.

There is no doubt that in the past 10 years, female presence in public spaces has increased. Women are slowly but surely gaining access to positions of power that were unthinkable a decade ago.⁶⁰ Nevertheless, the spaces generated by women do not have the ability to influence public opinion or power structures, preventing their concerns from being fully incorporated into the national political agenda.

⁵⁷ RENIEC's Plan includes in its diagnosis, a chapter on "Lack of documentation and priority groups" where it includes people living in poverty, indigenous populations, women, children, disabled people, imprisoned people, older adults, victims of political violence, and Afro-Peruvian populations.

⁵⁸ RENIEC. Peru's 2011-2015 National Plan against Lack of Documents 2011-2015. November 2012. Pg.67.

⁵⁹ Ibid. Pg.80.

⁶⁰ In the 2006 elections, the number of female members of the Parliament rose to 30%; nevertheless, in the 2011 elections, female representation fell considerably to 22.5%.

Existing analyses, as well as information gathered from respondents, indicate that weak political institutions, a frail partisan system, and above all the lack of continuity or non-existence of political cadres, results in gender quotas being “filled” by women who are called to fulfill the electoral formality, but that are then “abandoned to their fate” without backing or support.⁶¹ Women’s participation in politics has increased but rather timidly, “they still have them just filling quotas.”

“...one cannot expect women to make substantial changes in the offices they hold if they have not been previously trained for that purpose. It is a long process”
Program Implementer, San Martín

The electoral gender quota⁶² is a temporary positive action intended to achieve actual parity between men and women in exercising their right to political participation. For a better implementation of the Law of Quotas (*Ley de Cuotas*), the Ministry of Women and Vulnerable Populations – MIMP, has proposed a gender alternation draft legislation, which proposes to have the roster of candidates in elections for Congress, regional and municipal elections, and internal parties’ election processes, alternate men and women until filling the quota; this way, women would not be relegated to the bottom. Evidence of this inequality is found in female’s parliament representation for the five departments under analysis, where San Martín and Huánuco have had female representation in two elections, while Ucayali, Loreto and Madre de Dios, despite the quota, have never had [female] representation. Currently only Huánuco has a female representative in the parliament.⁶³

Table 15: Percentage of female participation as elected authorities in the Amazon Basin

Position	Loreto	Madre de Dios	San Martín	Ucayali	Nationwide
Congresswomen	0%	0%	25%	0%	22%
Regional President	0%	0%	0%	0%	0%
Regional Vice President	0%	0%	0%	0%	8%
Regional Council Members	0%	22%	42%	22%	28%
Provincial Mayors	0%	0%	20%	0%	5%
Provincial Councilors	27%	26%	24%	24%	24%
District Mayors	5%	13%	2%	0%	4%
District Councilors	29%	28%	28%	28%	28%

Source: PRODES, Regional Gender Assessment. Pg. 21. Lima, July 2013.

Another example of scarce female participation is their involvement in regional or local participatory budgeting, where their contribution ranges between 13% in Loreto (1 woman out of eight participants) to 32% in San Martín.⁶⁴ An interesting proposal would be to also designate a gender

⁶¹ “Los retos del espacio público: fiscalización, violencia y acoso. El caso de las regidoras de San Martín, Piura y Puno – Perú” [Public Spaces Challenges. The Case of the Councilors of San Martín, Piura, and Puno – Peru] P. Ruiz Bravo and L. Córdoba Huaytan. Paper presented in the International Conference: “Gender equity policies in perspective: new scenarios, stakeholders and coordinations.” Gender, Society, and Policy Area. FLACSO. Argentina, November 2010. Buenos Aires. Argentina.

⁶² This law, enacted in 1997, establishes 30% quotas for men and/or women at different times. It later indicates a 15% representation for native communities, and 20% for youth.

⁶³ Official 2010 results of the National Electoral Board (*Jurado Nacional de Elecciones*, JNE), prior to the repeal process.

⁶⁴ Ministry of Economy and Finance. www.presupuesto-participativo.mef.gob

quota for this aspect, as well as a more equitable gender distribution in surveillance and technical committees.

Gender inequality permeates all system levels. Thus, there are cases in the education sector where women reach director level positions, and then are harassed so they will leave the job, or simply to make their tenure uncomfortable. This situation is a perfect example of the “mechanisms of expulsion while in office,” referred to by Ruiz Bravo, that affect women in their path through the public arena, and that have been claimed in the interviews conducted.

“There is a very deeply rooted chauvinistic culture. When women are appointed into office, there are always complaints against female directors, threats against them; out of five women, there are four who have complaints lodged against them, there is complaint after complaint, nuisances. They do it just to pester. With males, it is calmer, they don’t make their situation tense, not even in the media [complaints]”

Regional Education Department, San Martín

These mechanisms are expressed in systematic actions to bore them, discourage them, ignore them, and in some cases even engage in violence against them.⁶⁵ Another way is to assign them to “commissions without power,” generally those that have to do with social and cultural sectors “that help others” (“Vaso de Leche” subsidized meal program, health, education, environment, sports), while strategic development issues are usually assigned to men. This situation perpetuates the female stereotype, because “social issues” do not engender any political recognition whatsoever.

“...social work is invisible and does not have press coverage”
Provincial Councilor of Leoncio Prado

Women’s participation in public office or assuming roles of responsibility at the local and community levels has increased. Their increased presence is evident in district and provincial councils. In the province of Padre Abad, offices that were traditionally held by men, such as Lieutenant Governor, are now being filled by women. In the Province of Leoncio Prado, for example, there are mayors (Cachicoto District), councilors, municipal authorities (Aucayacu, Soledad and Sachabaca). Most are single women and/or with grown children. However, women’s leadership in producers associations has not yet become visible, despite their important role in the family’s decision to abandon coca cultivation and switch to legal crops.

“In political office, were it not for the gender quota, women would not be in political office, due to machismo and because there is still more work to do on this aspect. The majority of women participating in public office are widows... []... women decided to participate in the project and abandon coca crops for the sake of their families and safety of their children, so that they can live in peace and quiet”.

UNODC Worker, Tingo María.

In Puerto Maldonado, they mentioned women’s political participation as presidents of organizations, such as community organizations for the defense of the environment.

“The issue of machismo is serious in organizations. Men think they are the only ones who can manage, that women need to go cook”
Project Implementer, Madre de Dios

⁶⁵ Research on women’s political role show that expressions of violence stem from the “regulatory” role usually assumed by women from their public political position.

“Despite not holding public office, there are women who are recognized by the community, who are respected for their work defending the environment”
Project Implementer, Madre de Dios.

In rural areas, as well as in native communities, there is still much to be done. In the rural arena, women participate but do not make decisions. Generally speaking, they always consult first on any issue for which they must adopt a measure, which demonstrates their dependence.

“There is a lot of work to be done toward the empowerment of rural women, as they do not participate in communal public spaces”
People’s Advocacy Worker, Madre de Dios

Finally, information gathered on the costs of women’s participation in public, political, union, or social arenas, allows us to envision incompatibilities between the public and the domestic arenas. These discrepancies are tangible when a woman shares her role in the family unit with any public activity, giving rise to conflicts with her partner that could result in some kind of violence, reproaches due to her absence and abandonment of children, and deterioration of her image as a “selfless and self-sacrificing” woman before her female peers and the rest of the community. This situation creates a dilemma that compels women to want to “recover” the time spent on their public work, thus extending their work day in detriment of their wellbeing.

“When married, women prioritize the family; when single, they expose themselves to male criticism, such as ‘she must be a lesbian’”
DEVIDA Worker, Aguaytía.

It is important to highlight the consensus found in all the places visited regarding the “advantage” that being alone entails, which is a status shared by “widows, single women, and abandoned women,” which implies being free to manage their own time. Another condition that facilitates women’s participation is having children who are self-sufficient and don’t require maternal care.

“Women without partners are good leaders, because they have control over their own time”
Program Implementer, Ucayali

“Currently, young women have gained access to some public offices and have good proposals. Older women can be good leaders, but they are assaulted in private
Regional Councilor, San Martín

One evidence of the inequalities, which translates into a form of power, is the economic income received for the work performed; although, as Amartya Sen says, what can be done does not necessarily depend on what is earned, but on the diversity of physical and cultural features. In Peru, on average, men earn a little bit over a third more than women, and in many places, this lower salary translates into positions that hold less power.

One aspect that is linked to salary is the decision-making about the distribution of money in the household. Poverty is synonymous with lack of power. That is what the data in the following table suggest, where nationwide, women who belong to the wealthiest groups make decisions on household income in greater proportions than men. This phenomenon repeats itself in Huánuco and Madre de Dios, but not in Loreto, San Martín and Ucayali, where men make decisions in greater proportion than women, regardless of the wealth quintile they belong to. It is worth noting that the

“both” category has the largest proportion of answers in all departments, but as in other opinion questions, respondents tend to overestimate “couple’s agreement.”⁶⁶

At the national level, 21.6% of poor and very poor women leave it to their partners to manage any money earned, while in the group of non-poor and wealthy women, it is about 21%; however, averages always tend to mask differences. On the other hand, 24% of women without education or women who have only completed elementary school also prefer to let their partner make household money decisions, while only 19.6% of women who have completed high school or higher education do so.

Table 16: Who makes money decisions in the household

Geographic arena		Wealth Index		Poor/rich difference
		Very poor and poor	Middle class, rich, and very rich	
Nationwide	Men	21.8	20.7	1.1
	Women	21.0	28.1	-7.1
	Both	57.1	51.1	6.0
Huánuco	Men	22.9	21.6	1.3
	Women	22.3	29.1	-6.8
	Both	54.8	49.2	5.6
Loreto	Men	34.1	30.9	3.2
	Women	24.3	21.0	3.3
	Both	41.4	48.1	-6.7
Madre de Dios	Men	15.5	15.0	0.5
	Women	24.0	27.6	-3.6
	Both	60.5	57.5	3.0
San Martín	Men	31.1	22.8	8.3
	Women	10.7	14.7	-4.0
	Both	58.1	62.5	-4.4
Ucayali	Men	38.9	25.0	13.9
	Women	15.0	19.7	-4.7
	Both	46.1	55.2	-9.1

Source: ENDES, 2012. INEI, Peru

Nationwide, the percentage of women-led households is 25.8%, a rate that has increased more in the past 10 years than the rate of men-led households. This increase has been observed both in poor as well as in non-poor households: from 20.1% to 22.1% and from 24.4% to 26.8%,⁶⁷ respectively. The proportion of women-led households is almost similar in four out of the 5 areas covered by this analysis. In the case of Madre de Dios, the proportion is smaller, because there is a strong male migration incoming from Arequipa, Puno and Cuzco, attracted by gold mining.

⁶⁶ Similar situations occur in decision-making about the use of contraceptives, to become pregnant, to purchase goods, etc., which they claim are made “by mutual agreement.”

⁶⁷ INEI. Evolution of monetary poverty 2007-2012. Technical Report. Chart 4.13: Household Leadership by Poverty and Gender Status 2007-2012. Pg. 57.

4.4 Cultural norms and beliefs

Societies are different from each other. Each one has its own cultural norms and a set of beliefs that are expressed as gender stereotypes, based on which both males and females build qualities, life goals, and aspirations. These norms influence and perpetuate how males and females should behave in the various system domains, and they affect people's participation in all types of activities.

It is likely that overcoming this sphere will be one of the most complex challenges faced. Its structural characteristics, and the social base of gender norms and behaviors – often reinforced in daily life – do not make equality between men and women easy to achieve. Women are often described as “*hard-working, honest, persistent, responsible, self-sacrificing, selfless, caring, thorough, loving... etc.*”, making it difficult to “deconstruct” this image, because it constitutes the “*pillar of the family*” and because “*self-sacrifice and selflessness*” as well as traditionally feminine behaviors, actually yield recognition. Despite all these qualifications, women's position in society is not always respected, but rather it is subject to pressure, harassment, and violence.

Evidence of that is found in the information gathered, which indicates the existence of marital conflicts when women get higher salaries for their work than their partners, and the limitations that women face to participate in public arenas, whether due to jealousy or because it would mean that they are “*neglecting their domestic responsibilities and neglecting the children.*” The latter is also recognized in some studies that blame the increasing rates of child and youth crime, as well as of teen pregnancy, on women's incursion into the job market.

Another case in point is the one of female teachers in San Martín and Ucayali who, in a display of great initiative and a desire for professional growth, accept more challenges despite the family burdens they have, which places them in high-pressure situations both on the job as well as at home in order to meet all the responsibilities that are imposed upon them to be able to fit the *good mother* stereotype.

On the other hand, the exacerbation of men's dominant role, as well as the social pressure put on them regarding his roles as the provider, the one who is physically strong, or the most skillful decision-maker, among others, still persist. This situation tends to become an overwhelming mandate and may be a determining factor in their lack of responsibility to meet it, thus running away from it.

Currently, some of the alternative development programs are in post-eradication stages, where violent discourse still persist as a consequence of drug trafficking and terrorism. This, in addition to high rates of alcohol consumption, contribute to generating all types of acts of violence (mainly against women and children) that are rarely reported. This is an issue in which the community does not get involved, since it considers it to be part of the private (family) sphere.

“There is violence in some families and women do report them, but unfortunately the authorities are easily bribed. In rural zones there is no fear of reporting. Women have dignity. They are Andean women.”

UNODC Worker

Information from ENDES 2012 indicates that in the regions visited, five to seven women out of ten have lived in situations of control and verbal violence by their partners. This proportion tends to worsen when the woman presents certain factors of vulnerability: she is poorer, or her educational level is low or none. In Loreto and Madre de Dios, the percentage of women living in situations of control and verbal violence is five to ten percentage points higher than the national average. While

30% to 40% of women have experienced physical violence, this proportion increases to 42% in women over 40 years old. San Martín is among the top four regions in the country with higher rates of sexual violence: 10.4%, which goes up to 13.5% among women over 40 years of age. It is worth noting the information found in the report on gender issues by the Pro-Decentralization program, that out of 450 prisoners in the San Francisco de Asís jail of Puerto Maldonado, 40% is there for rape.⁶⁸

The department of Madre de Dios has the largest alluvial gold production, which leads to serious environmental consequences as a result of informal mining, but also to social problems such as the sexual exploitation of girls and human trafficking. The mining industry attracts large influxes of migrants looking for sources of income; thus, the department is home to a robust floating or temporary population that constitutes a factor of distortion for several indicators of well-being and of resource allocation by the MEF.⁶⁹ In addition, according to the testimony of the regional Advocacy Office, there is a “culture clash” due to the migration phenomenon, where the customs and idiosyncrasies of people “collide.” Likewise, there are conflicts in family relations, a high rate of broken and single-parent families, no practical ways to demand that men meet their parenting obligations, and cases of people who have two or three identities (two or three NIDs). This blend of cultures manifests itself in, among other things, the language spoken: even though Madre de Dios is a predominantly Spanish-speaking department, 25% of the population’s mother tongue is Quechua.

“Mining is a fundamentally male activity. But this activity generates collateral activities, including alcohol consumption and demand for sex. This situation creates enormous difficulties because it leads to crime, objectifies women, and makes young girls and adolescents vulnerable to crimes against humanity, such as human trafficking”
Project Implementer, Madre de Dios

“Unfortunately, mining exploitation goes hand in hand with sexual exploitation. The mining issue is a long-standing problem. There has always been mining exploitation, and the Government is not able to control that issue. In addition, exploited areas have become sources of pollution, TBC, mercury”
Member of the Regional Commission against Human Trafficking, Madre de Dios.

The testimonies above reveal a serious problem of human trafficking of young women and children for sexual exploitation, with a solid trade and exchange system where impunity prevails, due to the existence of factors such as poverty, lack of documentation, ineffective authorities, and corruption.

“In this patriarchal and chauvinistic culture, women are objectified, and that leads to problems such as human trafficking”
Women’s Emergency Center Worker, Madre de Dios.

“The traffickers do not necessarily gain much from prostituting the girls, but rather from other related work, right? They could have a bar, or a beverages sales post, they could sell mattresses, and lodging or hotel, a hostel. Then, it is there... it is like a small economy, where it isn’t so much what is gained from human trafficking, but rather from the trade around it, where they sell, for example, overpriced food and water...”

“The traffickers can be anyone. There is no specific profile. It could be a business owner, it could even be a member of the girl’s family. There is no exact profile. It could be a former miner, a former sex worker from a brothel or a former victim of trafficking, someone who has been exploited there and has already been there for about 20 years, then comes back to her hometown and starts luring

⁶⁸ Regional Gender Assessment. Amazonas, Loreto, Madre de Dios, San Martín and Ucayali. Pro-Decentralization Program. July 2013. Pg 42.

⁶⁹ Ibid

girls away who trust her when she claims things have gone well for her, and then she can take two more”

“As for the victims’ profile, they usually come from cities living in extreme poverty, such as Cusco, or Huánuco. They are girls who started working very young, such as at home, and then there comes the need to make money. They lack NIDs or have fake NIDs.”

“This scenario is part of the landscape. There is a generation that has been born in the midst of exploitation and prostitution centers; thus, it is not seen as strange, or abnormal, it has become natural. If we were to do a problem identification exercise in the region, the issue of trafficking would not come up...”

Testimonies by Members of the Regional Commission against Human Trafficking, Madre de Dios

The team has corroborated that the social and political conditions in Madre de Dios are in critical situation. In addition to exhibiting poor development indicators, the situation of women in the region – especially the situation of adolescents and young girls – is deplorable. Despite this, the region has some of the highest income in the country, a condition that has remained constant in the past ten years. This income comes mostly from illegal gold panning. It should be noted that some sectors, such as regional and local governments, have clear and enforceable responsibilities to act on the work and sexual exploitation of girls and adolescents; however, very little or nothing is done for this population. And although this form of slavery is notorious in the Madre de Dios region, it occurs throughout the Amazon basin, as well as in other parts of the country.

Therefore, given this context, it is essential for governmental, NGO, donor, and bilateral-agreement programs and projects to join efforts to incorporate principles of equality and equity that will be reflected in the response given by the justice system to cases of crimes of violence against women, including human trafficking. All these crimes seem to go unnoticed. They are not investigated or punished, so impunity continues, feeding the feeling of destitution and lack of credibility in a system that should guarantee the rights of women and girls before criminal acts.⁷⁰

4.5 Legal framework and institutional practices

Gender rules are intimately linked to beliefs. They are influenced by gender identity perceptions and reside in the laws, regulations, and institutional practices of each society.

The laws are formally established; nevertheless, there are other rules that are part of customs and “informal” [legal systems]. Policies and regulations also include formal and informal rules that are adopted by public institutions for making decisions and taking action. On the other hand, institutional practices include behaviors or norms related to human resources and professional conduct. These institutional practices, policies, and regulations may contain gender biases or different treatment for men and women.

A troubling institutional custom is not punishing sexual harassment or sexual abuse carried out by public servants, especially when it comes to minors, mainly in schools. The abuser is usually moved from the school to the administrative area, but there is no effective sanction. In some cases, events of this nature are “resolved” with the parents of the minor in question, usually involving some sort of economic compensation. This situation is widespread in the country and is a threat to personal development, citizenship, and the strengthening of democracy.

⁷⁰ Pro-Integrity. Gender inclusion strategy. May 2013.

Another clear example is the increase in human trafficking, especially in Madre de Dios, although it is also observed in Ucayali and other departments, such as Cusco. Most of these criminal behaviors are not investigated or punished, resulting in an alarming level of impunity, which shows incompetence and corruption inside the justice system to protect the rights of the people, especially those most affected: women and minors.⁷¹ There are laws, rules, and provisions at the national and local levels that support equal opportunity, but in practice, equal opportunity is non-existent.

Along with the legal framework and institutional practices diagnosis, opportunities are also available to improve the capacities of the legal system and help reduce the blatant external and internal corruption that exists as institutional practice, as well as to return credibility to the members of civil society so that they are vigilant and accompany this process of consolidation of democracy.

In general, there is a significant lack of knowledge in institutions about the meaning of gender category and of the relations that are established within this system. Interest is almost always limited to the number of men and women, and the goal seems to be to ensure that there is an equal number of both in order to have “gender equity.”

“... we have the same number of men and women in charge of the institutes and in the work teams.”

UGEL Lamas, San Martín

For both, public institutions and USAID partner institutions that work in alternative development, gender training is not an institutional practice in any of the phases of a project. There are, however, personal commitments to address women’s problems that end up in initiatives that are based on very little analysis. The projects lack gender indicators; they only account for the participation of women in training activities.

In some of the areas visited, such as Puerto Maldonado, there are no NGOs with experience in gender issues. However, when institutions invest in gender training for their teams, this investment is reflected in the analysis they perform on their work and in the creation of a favorable climate for improving services and leading development proposals, which is benefit enough to drive these spaces.

There are cases where project implementers do not recognize gender inequalities in the region, which reinforces the assignment of traditional roles and the subordination of women in the implementation of projects under their purview.

“Women are the worst chauvinists in the world. They are the source of machismo”
Implementer, Madre de Dios

*“...since the woman is the one at home, then, empower women in their role as home managers
[training them so that they can eliminate rubbish at a specific time]”*
Implementer, Madre de Dios

Madre de Dios has the second highest rate of women working in public administration (including provincial and district municipalities) after Ucayali.⁷² Despite this, there is still no awareness of the importance of gender perspective.

⁷¹ USAID/Peru’s Pro-Integrity Project. Gender Inclusion Strategy. Pg. 3. May 2013.

⁷² Pro-Decentralization Program. Regional Gender Assessment. Amazonas, Loreto, Madre de Dios, San Martín and Ucayali. July 2013.

In the interviews conducted, there is mention of difficulties in the implementation of Regional Equal Opportunity Plans, mainly due to a lack of budget for their implementation.

“There is an approved Regional Plan; however, it has comments by the MIMP. ... The Regional Government does not have skilled staff or a budget to implement it”
Project Implementer, Madre de Dios.

We have found inconsistencies in all regions between what is formally written as a rule and what actually happens. There is no budget allocated, thus inhibiting implementation, and there are many knowledge gaps about what gender-related issues are and how to approach them, but most of all, except for some places, political will is scarce.

We were able to observe that there is an international, national, regional, and local legal framework quite favorable to gender equality; nevertheless, there are many barriers and slowness in its implementation, possibly because the issue tends to be overlooked and confused with a “women’s” issue. Annex 8 includes the legal framework currently in force, which serves as a foundation for the mainstreaming of gender at all levels.

5 PROPOSALS FOR CONTRIBUTING TO CLOSING GENDER GAPS PER DEVELOPMENT OBJECTIVE IN USAID PROGRAMS

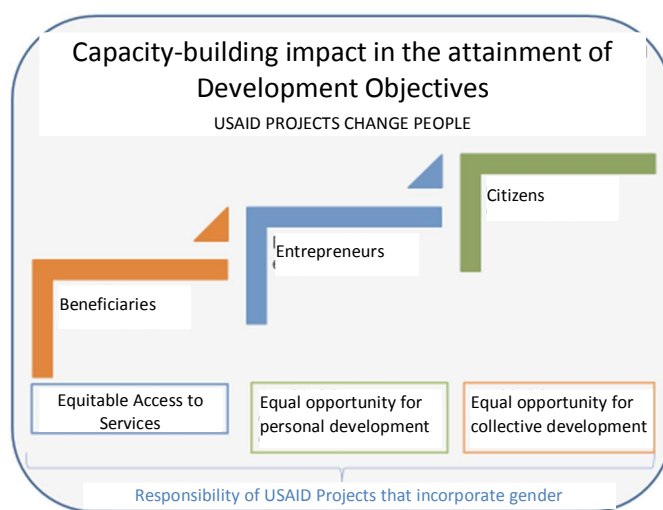
As in most countries in the world, in Peru there is an ongoing interest in achieving gender equality and equity, with many efforts put forth around this objective. Nonetheless, achieving it is a slow process and we must not give up the effort. After Peru signed the agreements of the Beijing Platform in 1995, a new path began toward incorporating a gender approach into policies. The progress has been slow, but there have been some achievements.

Generally speaking, the biggest effort has been the development of awareness and training strategies at all levels – a practice that has been replicated in USAID programs – including the staff of implementing partners. Unfortunately, the results do not reflect the efforts made in the application of this strategy, and this is due to the fact that most people “learn” what gender is, but do not “grasp” it, in other words, they do not internalize it as a key development thought and practice for life. In sum, if they do not believe that gender equality and equity are the foundation of human development, there can be many efforts, but they will bear very few fruits.

The above diagnosis, based on gender domains, serves as a foundation for the proposal of a wide group of actions – laid out in the following sections – for each of the development objectives of USAID/Peru’s CDCS, ending with a group of general recommendations that are valid for all of them.

The programs’ common thread to attain USAID’s DOs is capacity-building, which constitutes an interesting space for gender mainstreaming. This is a progressive process and is based on transforming beneficiaries into citizens.

Diagram 1: Impact of Capacity-Building



5.1 Development Objective 1: Alternatives to Illicit Coca Cultivation Increased in Targeted Regions

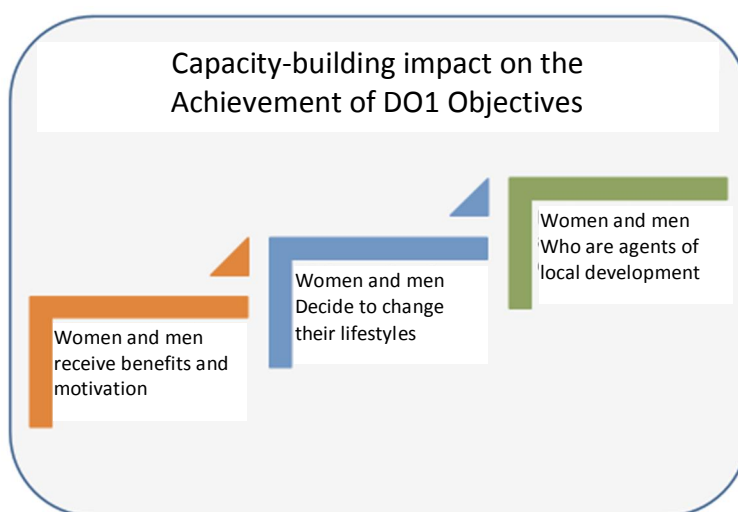
“USAID will achieve this objective as communities adopt a sustainable, coca-free economic and social model built on viable, licit economic opportunities. Under this model, households, communities and local institutions—financed primarily by national and local resources—can provide for their members’ socioeconomic needs (including livelihoods, health, education, security, and other basic services) without damaging the environment or engaging in illegal activity.” CDCS 2012 – 2016. Pg 36

In order to achieve the results of DOI, it is necessary to build synergy with the other two CDCS DOs, in such way that DO2 will contribute to creating/improving governance at all Government levels, promoting the delivery of quality public services, such as health and education. At the same time, eradicating illicit crops that use deforestation techniques such as burning, and including crops such as cocoa, will increase the amount of carbon in forests, thus resulting in added benefits to the local biodiversity, all of which will contribute to the results of DO3.⁷³

USAID's development hypothesis for DOI expounds that, as former coca growers enter and benefit from the legal economy, build their own capabilities, production networks, and institutions, and receive improved services from their governments, the likelihood that they will participate in illegal activities decreases. As licit value chains are strengthened and local governance improves, it will become increasingly more difficult for drug traffickers to exploit farmers for coca cultivation. As the government becomes progressively more effective, transparent, and responsive to the needs of citizens, the public in turn will be more supportive of government programs and more inclined to turn away from illegal activities. In turn, the coca-vulnerable Amazon Basin, will benefit more from the advantages of Peru's economic growth and will contribute to the country's stability.

The hypothesis for USAID/Peru's CDCS DOI can incorporate a gender perspective in its wording, if it takes into account that not only coca producers would benefit, but also men, women, and children, because all of them would be affected in a positive manner from the eradication of illicit crops. Value chains have successfully incorporated the work of women, who undergo an empowerment process as they enter the production chain. Thus, improving local governance and Government services will have an inclusive effect, and the strengthening of both men and women will be the first step toward equality.

Diagram 2: Impact of Capacity-Building on DO1



To achieve this objective, eight partners have been developing initiatives in the regions of San Martín, Ucayali and Huánuco, currently in various stages of implementation. (See Annex 7: USAID/Peru Program Portfolio per Development Objective).

⁷³ USAID/Peru. 2012-2016 US Country Development Cooperation Strategy for Peru.

The set of initiatives are designed to achieve two main intermediate results:

- Value chains for licit crops strengthened; and
- Enabling environment for alternative development improved

The programs address key problems in the targeted regions, such as improving deficient infrastructure and building human capabilities. To achieve this result, in the first stages, the projects seek to replace illicit coca farming with important crops such as coffee and cocoa, thus opening spaces for other alternative crops. However, as noted, most interventions are aimed at improving poverty and social inequality, but not gender inequality, thus missing a valuable opportunity to achieve both goals simultaneously. Doing so would facilitate leveraging the human capital, and therefore its development.

Decentralization offers institutionalized spaces for interaction between regional and local stakeholders, both public and private, such as Regional Coordination Councils, the preparation of participatory budgets, and the definition and approval of a series of important regional plans in terms of health, education, and the environment, all of them valid and valuable for achieving CDCS/Peru objectives.

Mainstreaming⁷⁴ the gender perspective and making it sustainable means inserting it into the organizational structure of Government institutions, incorporating it into strategic plans, including policies, objectives, actions, goals, indicators, and results-oriented financing. In sum, making the existing legal framework a reality, steadily supporting its implementation.

Proposals for improving gender equality in the initiatives that the partners have been developing to contribute to the achievement of DOI, revolve around the following lines of action, found in current programs.

5.1.1 Field Schools as places for learning and sharing

FIELD SCHOOLS' strategy for building the capacity of the population for alternative crops such as cocoa and coffee (farm crops) and organic gardens, are conducive to socializing topics such as gender, health, and education. They also become spaces where women build their capabilities, participate, and become empowered, especially in organic garden activities and activities for which they and their families are responsible.

In the Valle Monzón area, there are 30 field schools, located in the 32 communities that signed the memoranda of understanding. Each school has 30 participants, of which 20% are women. There is a weekly, three-hour session. The date and time for the meetings are decided by the people. They are free of charge and are led by agricultural extensionists, DEVIDA-hired staff, and USAID programs.

The sessions serve to build the capabilities of “*comuneros*” (community land-holders) for preparing the nursery, preparing the land, fertilizing, staking, irrigating, grafting, pruning, etc. Once the training is completed, the proposal is to have the participants gain access to a document that will *certify that they are qualified labor*, constituting a future benefit in the sense that they can then offer their skilled labor in other areas. Moreover, these sessions would become spaces for sharing and learning that would help improve gender relations, identifying leaders of both genders that will leverage the initiatives.

⁷⁴ The term mainstreaming has been translated in the Spanish document as “Transversalizar,” as a free translation to mean “make it spread,” “inundate,” “integrate.”

In the New Alternatives Venture (NAV) project, out of 22 members, 10 are women (almost 50%), who go to the fields and train the population (men and women). The population is very accepting of female extensionists.

DEVIDA's organic farms strategy (it requires 10 x 10 m with water) is implemented to improve families' nutrition while waiting for farm crops (cocoa and coffee) to yield products. Organic farms are managed by women to generate commitment to the post-eradication initiative. It is a strategy that brings the family together, committing it and encouraging the participation of men, women, and children.

NAV is planning to work with Producer Committees (PC) and their Boards of Directors (BD), with the intention of trading their products (in the third year). These Committees are yet to be recognized, but local governments (LG) will process their recognition so that they may take part in participatory budgeting. Likewise, they will be recognized by SENASA and the Ministry of Agriculture. There are currently 35 organizations and approximately 1,200 farmers.

5.1.2 DEVIDA's technical leadership and gender focus

DEVIDA plays an important role within the results-oriented budgeting (ROB) context, by being the governing entity of the Budget Program for the Prevention and Treatment of Drug Consumption (*Programa Presupuestal Prevención y Tratamiento del Consumo de Drogas*), which consists of eight products aimed at reducing the consumption of legal [sic] drugs, including: "Drug-dependent victims of domestic violence who are served by treatment programs," under the purview of the Ministry of Women and Vulnerable Populations (MIMP), implemented through Women's Emergency Centers (CEM).

Likewise, through PIRDAIS (Rapid Impact Plan – Comprehensive and Sustainable Alternative Development), DEVIDA selects and funds public investment projects: production projects, infrastructure projects (transportation, production, social, and economic infrastructure), and institutional strengthening projects, among others, which are executed by sub-national governments and other State organizations operating locally.

DEVIDA has signed agreements with the organizations that are implementing said projects, including municipal and regional governments. It has a presence in the various territories through its Zonal Offices which are involved in the local dynamics, through their participation in existing dialogue spaces.

All of the above lead to the current positive perception by local stakeholders with respect to DEVIDA's presence in the territory, placing it in a position of great power and influence within the local dynamic. This situation must be leveraged so that a gender perspective is progressively incorporated as it develops an institutional gender policy, clear guidelines, and team capacity-building in order to lead the inclusion of a gender perspective in the implementation of a national drug control policy.

Every year, DEVIDA conducts a head-of-household survey in its areas of intervention, where the majority of the respondents are men. Five years ago, this survey was also conducted for spouses; however, the information was not processed because, at the time, they did not find it to be useful. This year DEVIDA has reinstated the annual survey, substantially improving the questionnaire targeting women with relevant questions designed to find out their strategic needs and gender relations situation. This activity has required DEVIDA's team of field specialists to first undergo an institution-facilitated reflection process on gender, equality, and equity issues that will allow them to

understand the reasons for including a set of specific questions in a form designed to gather opinions on the eradication of illicit crops. The survey will yield gender-related indicators that will allow them to monitor and evaluate any changes in the gaps identified. These indicators will be included in the institutional Strategic Plan, which currently lacks such measures. This activity constitutes a very important step toward the integration of gender into DEVIDA's activities that must be very closely followed up from within the institution itself, and is a model that is easy to follow by other organizations and/or programs that intend to incorporate gender into their activities.

5.1.3 Spaces for territorial coordination

Spaces for territorial coordination, organization, and dialogue, are powerful spaces to boost development, optimize resources, and strengthen local institutions as they seek to respond to specific priorities and interests (sectorial, local).

Within the alternative development (AD) framework in the three regions where it exists, there are different coordination and dialogue spaces that bring together public and private stakeholders linked to the value chain of licit crops (cocoa, coffee) and to local development. Various USAID and DEVIDA partners interact in these spaces, such as: Regional Technical Round Table on Cocoa (*Mesa Técnica Regional del Cacao*) in San Martín, Regional Technical Round Table on Cocoa, Roundtable for the Fight against Poverty (*Mesa de Concertación de Lucha contra la Pobreza*) in Aguaytía, and Roundtable on Children, Adults, and Women (*Mesa Niño, Adulto, Mujer, NAM*) in Tingo María.

These coordination spaces must become the main local partners in the incorporation of a gender perspective into the strategies that promote the licit economy and the strengthening of value chains, so that any outcomes are equally beneficial to both men and women involved in legal crops.

In addition to these lines of action, we propose a series of triggering initiatives based on gap identification by domain.

Matrix of proposals by gender domain gap for DOI

GAPS PER DOMAIN	PROPOSALS
I. Roles, responsibilities, and time use	
Women contribute to strengthening value chains, but their contributions are not visible or valued.	Promote women's participation in Field Schools, establishing agreed-upon schedules so they can attend, and educate their partners to assume household chores when women are not around. Some women have small children, so we suggest providing childcare support (or promoting/coordinating with Cuna Mas – MIDIS).
	Encourage women's work in organic gardens and breeding of small animals, as it allows them to produce and generate income while staying near home.
	Include the use of informational messages (SMS) to improve women's technical performance in their agricultural activities. This can enrich the time women spend on their household chores.
	Promote the idea that every year, public - private dialogue spaces (Technical Roundtables and similar) reflect and evaluate on women's contribution to the value chain and make this contribution visible (forums, meetings).

	Promote that dialogue spaces incorporate female leaders linked to the various aspects of the value chain to participate in Roundtables (currently, participation is largely male)
	Enter into agreements with Local Governments to publicly recognize women who stand out for their contributions. This recognition can be done during holidays: International Women's Day, Rural Women's Day, Cocoa Festival, among others.
	Have the Healthy Municipalities and Communities Program (<i>Programa Municipios y Comunidades Saludables</i>) include the subject of redistribution of family roles in their Healthy Families strategy, from an equal opportunity perspective.
Minimum redistribution of roles within the family unit.	Take advantage of technology, especially cellular phones, to transmit messages (SMS) that will encourage men and women to reflect and share in family roles.
2. Access to and control over assets and resources	
Lack of title to the land and access to credit for men and women	Establish special loan conditions for men and women. Facilitate loans with non-traditional guarantees and grace periods. Facilitate the process for obtaining title to agricultural fields for women and men, which will enable them to gain access to credit.
	Promote partnering around cooperatives, thus facilitating access to loans granted by regional or Rural Loan Banks (<i>Cajas Rurales</i>).
Women who have ventured into the production of cocoa derivatives have limitations to enter larger markets	With financial training from Technoserve, they can manage product processing and its link to the market. With CEDRO, they will have the ability to learn about the use of global information through the proper use of cellular telephony, Internet, and computers (Telecenters).
	LG recognition of the Boards of Directors of coffee, cocoa, and other crops' Producer Committees so that they may take part in participatory budgeting and finance activities such as expos and product sale fairs, and attendance to events to showcase their products, etc.
	Offer greater assistance on the last aspect of the value chain related to marketing and services, as they have yet to be developed and women have resources to develop them (reliability, ease of penetration, and sales ability).
	Create institutes and/or sign agreements with higher-level agricultural training centers to implement and certify crop management skills-building programs.
Wage disparity unfavorable to women	Promote equal salary for equal work between men and women.
Limited female participation in technology transfer spaces.	Define jointly with producers association, minimum participation quotas for women (at least 30%) in technology transfer spaces (ECA, Internships, etc.).
	Encourage the participation of more female extensionists in the capacity-building of producers, since they are a good example of the different roles that women take on.
3. Power and decision-making	
Poor female participation in decision-making and in public/ political office.	The regulations of producer organizations should incorporate a gender quota in their boards of directors.
	Work with the members of associations and cooperatives so that they will reflect on and encourage the participation of women in management positions, and translate it into regulations and actions.

	Host meetings of women in public and political office to build spaces for cross-learning and strengthen their empowerment.
Teen mothers do not complete their high school education and face restrictions to enter the job market.	Implement the contents of the Comprehensive Sexual Education (CSE) curriculum approved by MINEDU in coordination with RGs, DRE and UGEL.
	Improve the coverage of Alternative Basic Education (<i>Educación Básica Alternativa</i> , ABE) as an opportunity for teen mothers to complete their education.
	Establish surveillance of the quality of educational services through the APAFAS organized by Local Technical Teams of the LG (promotion of citizen participation and oversight).
	Establish surveillance of the quality of health services through the Local Technical Teams of the LG, with emphasis in mother-child health care and family planning (promotion of citizen participation and oversight).
4. Cultural norms, beliefs, and perceptions	
High rates of domestic violence	Take advantage of the space provided by Field Schools to educate families about the abuse of power. Create training modules on the subject. These modules can also be disseminated through existing telecenters as technology-use skills increase.
	Promote a gender-egalitarian family culture through the APAFAS and producer organizations.
	Promote and/or suggest the inclusion of gender equality content in elementary education.
	Technical Assistance (TA) to develop curriculum programs on gender equality and equity in college-level studies at regional universities and centers for higher studies.
	TA to implement and disseminate protocols for the detection of Gender-Based Violence (GBV) at health centers.
	Support the coordination of efforts around the Roundtable on Girls, Adolescents, and Women – NAM to prevent and punish domestic violence.
	Have DEVIDA define and disseminate achievements in reduction of domestic violence committed by drug users.
	Conduct creative communication campaigns that emphasize the contribution of the legal economy to social peace.
	Intensively spread family development models and experiences based on family harmony, associated with successful agricultural management cases.
Early motherhood causes school desertion	Promote the implementation of differentiated Sexual and Reproductive Health (SRH) services for adolescents.
	Educate producers' organizations on the issue and generate services specifically targeted to adolescents. For example: agreements for scholarships or partial scholarships to pursue higher education.
	Working the human capital with Government presence is important to make the strategy sustainable. Education, Health, Agriculture, RENIEC, Social Programs, transportation, production packages, basic sanitation (water and sewer), etc.
5. Legal framework and institutional practices	
Partner organizations do not have gender policies in place and	Share the 2012-2017 National Plan for Gender Equality (PLANIG) in all sectors involved.
	Educate/train implementers and facilitators/extensionists on gender issues.

implementers have not been trained in the subject.	<p>Have DEVIDA define an institutional gender policy for its budget Program and PIR projects.</p> <p>Have DEVIDA provide ongoing training and guidance to its zone teams to incorporate the gender perspective in the framework of already-defined actions.</p>
Programs lack gender-related indicators.	<p>Have DEVIDA conduct an impact study of PIR projects on men and women.</p> <p>Have DEVIDA define gender-related indicators and disseminate the progress achieved.</p>
	<p>Alternative development projects should undertake commitments to meet both quantitative and qualitative gender approach indicators.</p>
There are no NGOs with gender-related experience in the zone.	<p>The Healthy Municipalities and Communities strategy is a good option to create community cohesion and incorporate the gender perspective, especially in a post-eradication context.</p>
	<p>Offer TA to the institutions that make up the Dialogue Roundtables (<i>Mesas de Concertación</i>) so that they will incorporate gender equality considerations and actions into their agendas and work plans.</p>

5.2 Development Objective 2: Management and Quality of Public Services Improved in the Amazon Basin.

“Improvements in public service delivery can only be realized with effective citizen participation and oversight to ensure that these services meet the needs of citizens and are managed in such a way as to prevent fraud, waste, and abuse.” CDCS 2012 – 2016. Pg. 40.

USAID has been providing technical support to Peru’s decentralization process since 2003. At the moment, the administrative transfer of functions and programs to regional governments has been completed, which leaves only the challenge of putting the decentralized structure into operation and turning it into a permanent policy that contributes to sustainable development and to the well-being of people.⁷⁵ As indicated, the decentralization process is an extraordinary opportunity to mainstream gender, understanding that the principle means making it sustainable. This is possible only by including it in the organizational structure of State institutions, incorporating it into policies, strategic plans, objectives, actions, goals, indicators, and results-oriented financing, i.e., including actions involving this mainstreaming in gender-sensitive participatory or results-oriented budgets.

Nevertheless, even the benefits of decentralization are not appreciated by everyone. Its inception was very fast, without any guarantee of finding in the regions the management skills required to lead it, but also with a population that lacked, and still lacks, civic responsibility and is unfamiliar with monitoring and accountability processes. Despite that, this situation has improved over the years with the existing technical support, but the population’s lack of trust in the Government skills to succeed in this undertaking still persist. For that reason, strengthening decentralization, and most of all, improving capacities at the regional, sub-regional and local levels, in the departments where USAID/Peru programs operate – especially in the health and education sectors and other sectors with Government presence – will contribute to social inclusion, ultimately resulting in prevention and mitigation of conflicts.

The hypothesis for DO 2 is that an effective decentralization process is characterized by four key elements: a) dynamic inter-governmental communications; b) active citizen participation; c) access to information; and d) quality social services. The long-standing lack of social inclusion in Peru has contributed to poor economic growth, illicit use of natural resources, widespread illicit coca production, and increased social conflict. In order for governance to improve in Peru’s Amazon Basin, public sector institutions at all levels must develop greater capacity to provide transparent and equitable public services, while citizens must play a greater role in government decision-making and oversight. Strengthening decentralization, including citizen participation, will improve governance and extend quality social services and economic opportunities to more Peruvians.

Thus, USAID/Peru’s strategy closes the circle with its objectives 1 and 3. While they focus their efforts on implementing sustainable licit economic and environmental activities in the Amazon Basin, OD 2 strengthens the decentralization process by consolidating planning and management capabilities, as well as the State’s presence through quality priority social services.

⁷⁵ Pro-Decentralization Program. 2012 Annual Report on the Decentralization Process. Lima, March 2013.

CDCS/Perú also contributes to the strategic axes of the El Perú Hacia el 2021 Bicentennial Plan (*Plan Bicentenario*),⁷⁶ of the National Center for Strategic Planning (CEPLAN), which outlines the relationship between comprehensive and sustainable development and the full force and effect of fundamental rights and the dignity of men and women. This involves consolidating democratic institutions and civic participation, and minimizing inequities.

The creation of the Ministry of Social Inclusion⁷⁷ and the priority given to it by the government, reflected in the resources allocated to social inclusion policies and programs,⁷⁸ places this sector in a privileged position to reduce poverty gaps, but also to achieve equality between male and female Peruvian citizens. The actions of the authorities and public investment priorities should be targeted toward achieving this goal, by creating opportunities instead of dependency or handouts.

Closing social and economic gaps firmly embedded in the country for generations, will require a decentralization effort, but most of all, institutional strengthening, so that it will not be limited to reaching the one fourth of the population that currently lives in poverty and extreme poverty, but rather that these services will come with enough quality so as to meet the needs and expectations of the population.

Another factor that undoubtedly strengthens democracy is having a citizenship that is active, vigilant, and skillful in demanding transparency and accountability, to contribute to an effective governance. A mechanism to achieve this are the participatory budgets, which should respond to practical and strategic gender needs, which, although part of the discourse, do not always translate into concrete actions.

Addressing the grave issue of institutional impunity, especially that of the justice system regarding crimes against women, will not only facilitate women and girls' access to justice, which is understood to be a subjective procedural right and a duty of the State, but will also return credibility in the justice system to society as a whole, thus strengthening democracy and citizenship.

Finally, another excellent opportunity, that happily supports the integration of the gender approach into DO 2 activities, is the adoption of the 2012-2017 National Plan for Gender Equality. All the regions that make up the Amazon Basin have approved their Regional Plans for Equal Opportunity between Men and Women (PRIOS), but regional budgets have restricted their implementation; therefore, most of them have not been able to progress beyond the Ordinances that approved them. Despite of that, the five regions have also approved rules that encourage women's participation in the Regional Coordination Council through the quota system. Likewise, even though very few of them have done so, local governments have approved Local Plans for Equal Opportunity (PLIOS).

It is incumbent upon MIMP, as the governing entity of the national policy on gender equality, to develop instruments of intergovernmental and inter-sectorial coordination. In the near future,

⁷⁶ The Bicentennial Plan was born after two years of work, during which extensive information was reviewed and analyzed. Numerous meetings were held with experts, authorities, political leaders, and representatives of civil society. The criteria used in the Bicentennial Plan are based on the Universal Declaration of Human Rights, on development as freedom, and on National Agreement State Policies.

⁷⁷ MIDIS defines "social inclusion" as a situation in which all people can exercise their rights, take advantage of their skills, and take advantage of the opportunities found in their environment.

⁷⁸ The Public Sector Budget Act (*Ley de Presupuesto del Sector Público*) for fiscal year 2013, Law N° 29951, allocates 2.66% of the State budget to social inclusion actions.

representatives from regional and local governments should be incorporated into the Permanent Multi-Sector Commission⁷⁹ created by PLANIG. The system of gender-related indicators by sector formulated in PLANIG, to which different areas can contribute, constitutes another expectant opportunity. These same indicators can be incorporated into the monitoring plan for USAID/Peru portfolio programs.

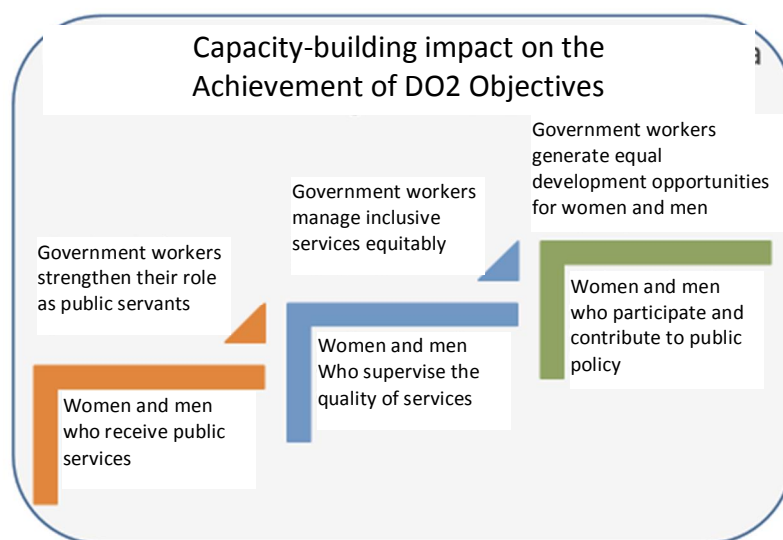
DO2 must achieve two intermediate results (IR):

- Improved government capacity to provide quality public services; and
- Increased citizen engagement in decision-making and oversight

For this purpose, it has the help of nine programs⁸⁰ that intervene in all regions of the Amazon Basin. The parties involved in DO2 are, primarily, the Ministries of Health, Educations, Justice, and Economy and Finance.

The following diagram shows the gradual process involved in transforming men and women from recipients of public services to contributors in the implementation of public policy. In the same path, government workers evolve from their role as public servants, to generating equitable development opportunities for men and women.

Diagram 3: Impact of Capacity-Building on DO2



The proposals for improving gender equality in the initiatives that partners contributing to the achievement of DO2 have been developing, should consider the following axes:

⁷⁹ This Multi-Sector Commission was created by Supreme Decree (D.S.) No. 004-2012-MIMP, and is made up of 18 vice-ministries of the Executive Branch, as well as the highest authorities of the Judiciary, the Legislature, and of constitutionally autonomous entities, among other authorities.

⁸⁰ Programs in force as of December 2014 and forward have been incorporated.

5.2.1 Implementation of PLANIG

A proposal to address the various gender gaps found at the same time as the gender perspective is progressively mainstreamed, is to support the implementation of the strategic objectives (SO) of the 2012-2017 National Plan for Gender Equality, which outline specific actions involving all sectors. PLANIG has eight strategic objectives and is supported by several approaches: gender, human rights, interculturality, outcomes, and coordination, all of which provide it with soundness. An example of this is found in the first SO – to promote and strengthen the mainstreaming of gender perspective in all three levels of government – whose first outcome indicates: “public entities at the national and regional levels have a body responsible for the implementation of gender-equality policies,” under the purview of the Executive Branch, Constitutionally Autonomous Organizations, Regional Governments, the Judiciary, and the Legislature. Its goal by 2017 is to have 50% of public entities with bodies specialized in implementing gender-equality policies.

Thus, DO 2 is deemed to be closely related to the general goal of MIMP’s Plan on Gender Equality, which seeks to eliminate existing gaps between men and women, an effort that involves coordinating the actions of Government institutions, international cooperation agencies such as USAID, and civil society. Therefore, we recommend supporting the implementation of PLANIG.

5.2.2 Gender-sensitive budgets

A budget is gender-sensitive when it aims to close existing gaps based on inequities or inequalities between men and women. Through these, the goal is to more adequately and equitably distribute and guide resources. To speak of a budgeting with a gender perspective also means analyzing current budgets and examining how public spending obstructs or promotes gender equality, by determining how budget allocations affect the social and economic opportunities for men and women. Therefore, gender-sensitive budgeting refers to both the analysis of current budgets from a gender perspective, as well as the preparation of mechanisms and processes to introduce a gender approach into government policies and programs and, therefore, into the preparation of budgets.

It is important to recognize that “gender-sensitive budgets” are not separate budgets for women or for men. They are attempts at breaking down the general government budget according to its impact on women and men, and on the different groups of women and men, adequately taking into account the underlying gender relations that exist in society.⁸¹

“Budgets are extremely important, because they determine how the governments move and allocate public resources. Budgets are used to set policies, establish priorities, and provide the means to meet the social and economic needs of citizens. In this sense, they are an indicator of a government’s commitment to women empowerment and gender equity goals”

Noeleen Heyzer, UNIFEM, May 2011

In order for gender-related policies to become effective, human and financial resources are needed. One of the main issues discovered in this study is that the PRIOS of the regions we visited have not been implemented due to a lack of funding. The question, then, is, what is the strategy for incorporating a gender approach into the budgeting process? The premise is that it must be done

⁸¹ Rhonda Sharp (for publication in 1999), “Presupuestos de Mujeres” [Women’s Budgets], in the Dictionary of Feminist Economics by Meg Lewis and Janice Peterson (editors), New York: Edward Elgar.

within the framework of the implementation of Results-Oriented Budgeting⁸² (ROB); second, incorporate the gender approach into the budgeting process as a systematic routine: programming, formulation, execution, monitoring, and evaluation; and third, incorporate it gradually into the main instruments that drive the implementation of the ROB,⁸³ i.e., in budgetary programs, in performance monitoring and evaluation, and in management incentives.

This proposed axis also has strong legal regulatory support, ranging from the Equal Opportunities for Women and Men Act (*Ley de Igualdad de Oportunidades entre Mujeres y Hombres*) to the Fiscal Year 2011 Budget Law (*Ley del Presupuesto del Año Fiscal del 2011*), to the 2021 Bicentennial Plan, to the National Public Investment System⁸⁴ (*Sistema Nacional de Inversión Pública*). Despite of that, and of the abundant literature and mentions about gender-oriented budgets, budget analysis and formulation under this perspective is infrequent, which translates into missed opportunities for redirecting results-oriented budgets.

5.2.3 Strengthening of the Regional Commission for the Fight against Human Trafficking in Madre de Dios.

Peru is considered to be a source, transit, and destination country for the trafficking of children, adolescents, women, and men. The most frequent modalities are human trafficking for sexual exploitation, prostitution, and labor exploitation. It is estimated that thousands of people are victims of labor exploitation in Peru, more specifically in mining, logging, agriculture, brick factories, and domestic work. Many victims are women and girls from impoverished rural areas in the Amazon region, who are recruited and forced into prostitution in urban nightclubs, bars and brothels, often through fake job offers or education opportunities. Indigenous people are particularly vulnerable to victimization through debt. Child labor continues to be a problem, especially in informal gold mining, and in the production and transport of cocaine.⁸⁵

The Permanent Regional Multi-Sector Commission against Human Trafficking (*Comisión Regional Multisectorial Permanente Contra la Trata de Personas*) of Madre de Dios was approved through Regional Ordinance No. 012-2010-GRMDD/CR. It is presided by the Regional Government, and led by the Regional Manager for Social Development. It comprises the following entities: Regional Health Directorate, Public Prosecutor's Office, Regional Education Directorate, Regional Transportation Directorate, Regional Tourism Directorate, Regional Labor Directorate, Roundtable for the Fight against Poverty, Migration Management Office, Ministry of Justice, National Police of Peru, DEMUNA, Municipalities, civil society organizations, and private businesses, among others. To fulfill its mission, they have the 2011 – 2016 Regional Action Plan against Human Trafficking (PRAT), whose main objective is to coordinate and organize actions to adopt in the fight against human trafficking in order to achieve their vision: *Madre de Dios is a region organized and prepared to address the human trafficking problem in a comprehensive manner. Its Regional Government has a strategy in place*

⁸² Results-oriented budgeting seeks to improve the efficacy of public spending by linking funding to results and promoting the technical efficiency of the public entities.

⁸³ Delgado Tuesta, Inder. Workshop: Mainstreaming gender approach into sectoral management and policies. General Public Budget Office. Ministry of Economy and Finance. Lima, November, 2012.

⁸⁴ (...) Incorporate the gender approach as a criterion for analysis in the evaluations carried out by the National Public Investment System (*Sistema Nacional de Inversión Pública*, SNIP) of production and promotion projects for gaining access to market, credit, jobs, and basic social services in education, health, and justice.

⁸⁵ 2011-2016 Regional Action Plan against Human Trafficking.

to address the issue, which includes actions envisioned and implemented around the prevention of crime and the persecution of traffickers, as well as the protection of and assistance to victims.

This Regional Commission faces significant challenges in its fight against human trafficking within the framework of legal [sic] mining and corruption. Therefore, we recommend strengthening Regional and Local Government capacities to define clear responsibilities and manage an adequate budget that will allow them to fulfill their role. The Madre de Dios Consortium (Consortio Madre de Dios) is part of this Regional Commission, and it is therefore necessary to expand its actions.

The following matrix only contains those proposals that are not repeated in the DOI matrix.

Matrix of proposals by gender domain gap for DO2

GAPS PER DOMAIN	PROPOSALS
1. Roles, responsibilities, and time use	
Women are valued for their domestic work	Educate families on the benefits of equality between men and women, through APAFAS meetings. (Egalitarian family culture).
	Work with teachers on adequate contents for understanding gender equality and teach it through methodologies based on careful thought and reflection, and not through awareness and/or training workshops.
Excessive productive and reproductive work load	Use technical training spaces for beneficiaries of different programs to communicate, through everyday examples, the differences in roles and use of time between men and women and their consequences.
	Establish as a rule that Parent Associations must have equal participation from fathers and mothers in any meetings held, and in any school activity.
2. Access to and control over assets and resources	
Infrequent use of health services by men and women	Promote a health care campaign, emphasizing men's attendance to health service facilities and/or commitment to the family's health. Health promoters, both paid and voluntary, can make home visits offering education on family health, as well as promoting women's leadership through healthy communities and municipalities.
	Encourage health care workers to meet and solve the health needs of people, especially in rural areas and indigenous communities, ensuring the presence of staff who speak the local language.
	Increase insurance coverage for families, especially for women, for which purpose having a NID is absolutely necessary and must continue to be promoted until all persons, both minors and of legal age, have it.
	Raise awareness about gender equality and health among health workers in general, from DIRESA personnel to administrative and support staff of health facilities.
	Use MIDIS social programs to disseminate the subject of equal opportunity between men and women, through the talks given to beneficiaries at health facilities.
Women have less education, and there is illiteracy among women over 40 years of age	Provide technical support so that the regions' DRES implement actions to reduce illiteracy rates in the age groups that comprise illiterate women, so that they can enter the production chain, or improve their opportunities in the job market.

Lack of sanitary conditions in schools inhibit the attendance of girls	Ensure that all schools have hygienic services, separate for men and women
Deficient use of ICT by the female population	Seek the widest possible access to suitable use of the Internet aimed at women, as well as computers. If possible, establish access by equal numbers of men and women in programs that encourage said use.
	Use cellular technology to transmit informational messages that will contribute to improving capacities.
3. Power and decision-making	
Limited training of female leaders for management positions	Support the initiative to create a “School of Female Leaders” that will enroll women who truly participate, with their voices and their proposals, and evaluate their progress, through healthy municipalities and communities.
Minority participation in participatory budgeting meetings.	Promote “female participation quotas” in participatory budgeting discussion meetings that will allow for strengthening female civic responsibility.
Little acceptance and/or appreciation of women’s participation in public spaces by men.	Raise awareness in male spaces regarding equal opportunities for men and women and citizenship rights.
Social-related jobs are delegated to women with no male participation	To the extent possible, consider a balanced distribution between men and women, taking into account tasks and professional characteristics, for the allocation of positions in the public sector.
4. Cultural norms, beliefs and perceptions	
Persisting sexist attitudes that restrict women’s actions to domestic spaces	Incorporate content especially designed to deconstruct limiting concepts and create new versions in all training sessions targeting male beneficiaries of programs.
There is violence at all levels	Include information and raise awareness among elementary school and high school students about respect for others and respect for differences (disabled, GLBT community, ethnic groups, etc.).
	Generate interest in Regional and Local Governments to make ongoing campaigns against violence in general, and gender-based violence in particular.
	Incorporate the issue GBV as a prerequisite content for receiving social programs through healthcare facilities.
5. Legal framework and institutional practices	
Sexual harassment and rape of female students by the teaching staff	Promote compliance with the laws that punish such crimes, not only by removing the teacher from his teaching activities, but by removing him permanently from the education sector and applying the sanctions indicated by law.
	Promote the approval of regional ordinances that will prevent and punish sexual harassment. (Only Ucayali has such ordinance).
Insufficient information and knowledge on the meaning of gender approach by public servants	Initiate a systematic thinking process that will allow all officials and workers in the public sector to know the scope of the gender approach so that they can give it the importance that it deserves in the development of people
Lack of technical support to implement equal opportunity and gender equality actions.	Provide TA to develop and/or update Work Plans for the regions’ PRIOS.
	Advocate for the regional budget planning to include a budget that will demand the implementation of the PRIOS.

	Provide TA to prepare results-oriented budgets that are gender-sensitive and ready to be executed in 2014.
	Provide TA to perform an analysis of regional and/or local government budgets with a gender perspective, and propose allocations aimed at reducing gender gaps.
	Urge national statistics institutions to break down all the information they issue by gender, as well as by administrative regions, to allow for more focused analyses.
	Propose that the National Public Investment System include a gender analysis in the “Guidelines for the identification, formulation and social evaluation of public investment projects at the profile level” that will lead to mitigating gender inequalities and inequities.
Existence of human trafficking and sexual exploitation of children	Strengthen the Regional Commission for the Fight against Human Trafficking through the expansion of the actions adopted by the Madre de Dios Consortium.
	Promote partnerships with organizations that highlight the problem of human trafficking in illegal mining work. PROMSEX has launched an investigation on the impact of human trafficking for commercial sexual and labor exploitation on the health of children and adolescents, within the context of the illegal mining industry in Madre de Dios. This research, can be a useful tool to learn the reality of the USAID areas of intervention and make decisions about the performance of the projects in this context.

5.3 Development Objective 3: Natural Resources Sustainably Managed in the Amazon Basin and Andean Glacier Highlands

USAID intends to achieve this DO through enhanced multilateral cooperation with GOP entities at national and sub-national levels, through an approach designed to improve environmental management and monitoring coupled with Low Emission Development Strategy (LEDS) activities for vulnerable populations. These complementary approaches will ultimately reduce carbon emissions, prevent environmental contamination, mitigate threats to biodiversity, and address the root causes and impacts of global climate change.” CDCS 2012 – 2016. Pg. 51

This objective will contribute to the responsible use and conservation of essential natural resources of regional and global significance located within Peru’s borders, including the Amazon Basin, which harbors biodiversity and captures carbon, and the Andean tropical glaciers, which are critical assets in the region’s water cycle. This program will also promote sustainable livelihoods for populations living in environmentally vulnerable areas. Thus, DO3 will balance the priorities of environmental conservation with the economic needs of local communities, while contributing to enhanced governance and social and political stability.

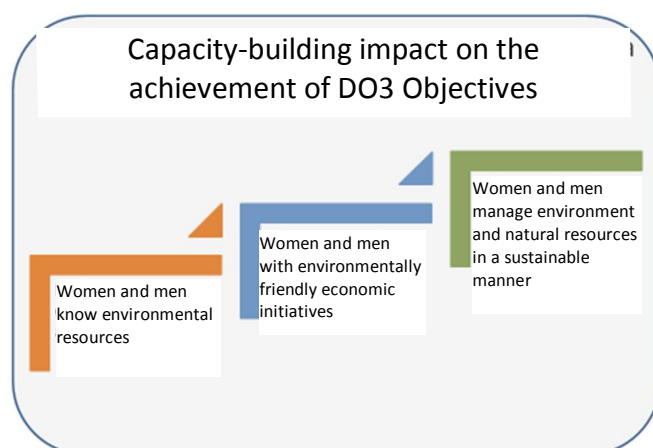
The hypothesis behind DO3 is that for the Peruvian government and civil society to conserve natural resources effectively, there must be both a robust system of governance in place and economic opportunities that promote a sensible use of natural resources. In addition to the specific components of environmental governance, which include regulations, policy, and civil society engagement, there is a broader system that supports overall conservation efforts. The keys to this system’s success are the degree to which Peru decentralizes responsibilities, resources, and authority; builds the capacity of regional and local governments; and develops the professional skills of the Peruvians who will analyze, govern, and operate public services and private industries. Activities under DO2 will complement efforts with DO3 to strengthen the capacity of national and targeted decentralized local governments.

To achieve this objective, two main intermediate results, with four sub-results each, are developed:

- Capacity for environmental governance and natural resource management improved
- Environmentally-sustainable livelihoods expanded

The following diagram shows the ascending process of men and women who assume policies for responsible environmental care.

Diagram 4: Impact of Capacity-Building on DO3



The following are proposals to improve equal opportunity and gender approach in the initiatives that partners contributing to the achievement of DO3 have been developing.

5.3.1 Roadmap of priorities of the Regional Government and gender approach

Madre de Dios' current Roadmap sets out the management priorities of the Regional Government from 2011 to 2014 in terms of objectives, strategies, results, and strategic actions, communicating them to the responsible units in the Regional and National Governments, International Cooperation agencies, USAID partners, and other strategic partners.

The document has been developed with technical assistance from the Pro-Decentralization project, which is part of the support that USAID provides to the Regional Government of Madre de Dios, for its reform, institutional modernization, and strengthening of responsiveness to the region's development priorities.

Thus, the Roadmap becomes a valuable management and decision-making document that also allows us to find synergies between the Regional Government, the Central Government, USAID partners, and other international cooperation organizations in the region. In this sense, it constitutes an opportunity to perform specific actions that cover gender gaps in activities and projects prioritized by the region, such as:

- Effective and adequate female participation in “Business Models for the Jungle” – for the preparation of business plans for products derived from chestnuts and family farms –, in “Eco-Businesses” projects, and in alternative development projects should be favored, through:
 - Designing and/or modifying their participation so that it will adjust to the schedules of both men and women, taking into account their agricultural, forestry, environmental, ritual holidays, and local and regional customs dynamics. A suitable instrument could be the creation of agricultural, forestry and environmental calendars, as well as production process, holidays and local customs calendars that show distinct roles for men and women in each dynamic and that serve as tools for the implementation of project strategies, thus reconciling men's and women's schedules with these business and eco-business models.

- Proposing actions for redistribution and sharing of responsibilities for productive and domestic work between women and men, taking into account the contribution of domestic and caregiving work in the development of a suitable business and eco-business model. An important strategy is to develop business plans taking into account women's and men's time use.
- The participation of women and men, on equal terms, in the strengthening of business organizations to forest concessionaires, where the distribution of resources and their benefits, and access to technology are equitably balanced. There is a document available that was developed within the framework of a Perú Bosques project, "Proposal for the incorporation of a gender approach into the public version of the National Forestry and Wildlife Policy," which constitutes an important element for the incorporation of gender approach into National Forestry Policy.

5.3.2 Technical assistance to Regional Environmental Authorities (REA)

The Regional Environmental Authority is the regional organization responsible for leading regional public policy on natural resources, the environment, and land planning.

In San Martín, its main focus of intervention are: deforestation, illegal logging, illegal land occupation, and the quantity and quality of water resources. In the case of Ucayali, the regional government of Ucayali created the Regional Environmental Authority (ARAU) through an ordinance issued in February 2013, and in Madre de Dios, the creation of the REA has been declared a regional priority through regional ordinance O.R. 013-2013-MDD/CR, and would begin its operation in October 2013.

A significant initiative undertaken by Perú Bosques was the technical guidance provided to Ucayali's REA, in terms of incorporating a gender approach, initiated by a gender specialist. However, they were not able to maintain this initiative due to budget cuts.

Resuming and expanding the strengthening of these REAs in their action toward equal opportunity must continue, because it would have a significant impact on the incorporation of the gender approach in the regions of intervention of the USAID cooperation. Thus, gender approach must be incorporated into the REA's structure, in the Organizations and Functions Regulations and Handbook (OFR and OFH), and in the Strategic Plan, by developing activities, results and measurable indicators, and having a budget allocated.

5.3.3 Perú Bosques: Regional Craftwork Project for forest conservation and female empowerment

It is pertinent to adopt the proposal identified by Perú Bosques⁸⁶ that proposes the development of a Regional Craft Project for forest conservation and the empowerment of women, where the main stakeholders are the regional governments of Madre de Dios and Ucayali, local municipalities, and women's organizations and networks. For that purpose, it is advisable to pay special attention to the value of women's contribution, both in the domestic and the productive arenas, so that the actions proposed will not result in work overload for women, since, in spite of the access gained to these productive spaces, family care continues to be the exclusive responsibility of women. This can be

⁸⁶ Consulting: Gender analysis of the Forest Sector with impact in community management, value chains, and governance. Perú Bosques.

brought about through instruments specially designed to identify periods of time appropriate for women, and in close coordination with other sectors.

Matrix of proposals by gender domain gap for DO3

GAPS PER DOMAIN	PROPOSALS
1. Roles, responsibilities, and time use	
Lack of visibility of unpaid domestic, caregiving, agricultural, and livestock-raising work.	<p>Create calendars:</p> <ul style="list-style-type: none"> - Agricultural, forestry, and environmental calendar; - Calendar of agroindustry-related production processes; and - Calendar of local holidays and customs <p>They are tools that enable us to rescue and give visibility to the roles of men and women in agricultural, forestry, and environmental dynamics, as well as in production process, and local holidays and customs. Thus, it can be used in the implementation of USAID projects, taking into account the time availability of women and men.</p> <p>The creation of these calendars must be validated by the project's direct participants. They can be published in the form of booklets that will serve both as a tool for project implementation, as well as elements to bring visibility to each region's dynamics and to the role of women and men in those dynamics.</p>
Inequity in the distribution of domestic and caregiving work.	<p>Incorporate "role exchange" strategies in the work of implementers with their families, and propose actions for redistribution and sharing of responsibilities for productive and domestic work. For example: Develop an awareness booklet to engage men in caregiving activities, create partnerships for the development of masculinity workshops.</p> <p>Facilitate adequate childcare areas for the children of women who participate in USAID Programs, considering having the [male] participants take care of their own children during program activities such as training workshops.</p> <p>To that end, it is necessary to analyze the training dynamics, adapt them, facilitate spaces, and organize the childcare. An interesting alternative would be that both women and men partners arrange to alternate childcare duties when necessary, so that the time and work they perform in the domestic arena can be maximized.</p>
2. Access to and control over assets and resources	
Limited female access to the forestry sector.	<p>Incorporate women in production processes, specifically in training and education processes, developing appropriate modules that take into account women's illiteracy and lack of education, with "learning by doing" methods designed for adults. This addition should consider the recommendation above on childcare organization.</p> <p>Carry out studies that show the economic contribution of women to the forestry sector and their role in environmental conservation, that serve as a tool for the implementation of environmental conservation projects.</p>
Limited access to financial resources	Manage access to "informed credit" that includes a responsible credit and borrowing culture.
3. Power and decision-making	
Insufficient female participation in public spaces	Promote networking, exchange platforms, and female organization in the productive and commercial activities they perform, strengthening the presence of women in public spaces (for example: Asociación de Mujeres Empresarias de Madre de Dios (AMEMAD) (Madre de Dios Business Women Association).

	Strengthen the role of the Regional Roundtables on Gender in their advocacy before Regional Governments to fulfill objective 8 of PLANIG: Valuing women's contribution in the sustainable management of natural resources. (In Madre de Dios, the Madre de Dios Consortium is a participant).
4. Cultural norms, beliefs, and perceptions	
High rates of gender-based violence.	Have an informational booklet about the "care path in cases of violence" with information on places, addresses, and directions on where to go in cases of violence. (It can be developed by the Roundtable on Gender). Violence prevents women from moving and participating publicly in environmental decision-making and distribution of benefits. ⁸⁷
	Create partnerships with organizations to incorporate work on masculinity and women's emotional dependency (In coordination with CEM and Save The Children, PROMSEX, in Madre de Dios).
	Advocate, through Roundtables on Gender, for the implementation of single records in the provision of care in cases of violence.
5. Legal framework and institutional practices	
Gender implementation is ineffective in partner organizations.	Create and implement institutional gender policies in partner organizations, within the framework of USAID and ADS 205 policies. A frame of reference is the process undergone by the Initiative for Conservation in the Peruvian Amazon [sic] (<i>Iniciativa para la Conservación de la Amazonía Peruana</i> , ICAA), which created a Gender Action Plan (2012-2016) that boosts the institutional policies of its partners.
Lack of knowledge among implementers to incorporate gender into their actions.	Raise awareness and reinforce skills among implementers to better understand gender in order to modify methodologies to include a gender approach. (Gender and water, gender and sanitation, gender and biodiversity, gender and climate change, gender and tourism).
	Establish a community of learning and best practices on gender issues among implementing partners and other organizations. It can be related to line of action 2 of the ICAA Gender Action Plan: Disseminate and share information about gender in environmental management.
Limited institutionalization of the gender approach in the Regional Government.	Advocate for the implementation of Objective 8 of PLANIG: <i>Valuing women's contribution in the sustainable management of natural resources</i> , through the Ministry of Environment at the National level, and through Regional and Local Governments, by identifying specific actions for environmental management, handling and care of natural resources with a gender perspective, and increased access to and use of natural resources by women, where rural women receive information, training, and transfer of technology to manage natural resources: water, land, and forests. In Madre de Dios, this Guidance can be provided by the Gender Specialist of the Madre de Dios Consortium.

⁸⁷ Gender analysis of the Forest Sector with impact in community management, value chains, and governance. Pg. 22

6 CONCLUSIONS AND RECOMMENDATIONS

The findings from the analysis of the different gender domains show little progress with regard to inequities and inequalities shown by previous qualitative studies and statistical analyses, carried out both by teams of implementing partners as well as other professionals of national and international organization. Thus, it is clear that highlighting gender inequalities is not enough to reduce the gaps. It is necessary to identify current opportunities to include specific actions in the design of the interventions underway.

Most interventions are aimed at improving poverty and social inequality, but not gender inequality, thus missing a valuable opportunity to achieve both goals simultaneously. Doing so would facilitate leveraging the human capital, and therefore its development.

It is urgent that intervention sustainability criteria be included in the programs, promoting an equal citizenship that will allow for even distribution of domestic responsibilities between men and women, so that women can have the same free access to education, employment, and skill-improvement opportunities that will enable them to position themselves within the system under the same conditions as men.

In several gender studies conducted by USAID projects, gender work is linked to improving women's participation in their activities and teams. There are difficulties to understand gender relations as power relations between people, and there is a tendency to confuse gender perspective with "women's issues", thus minimizing its relevance.⁸⁸

In fact, a project can be aimed at them [women] without taking into account the relational and structural nature of gender relations. A micro-loan action designed for women can solve their lack of economic resources problem, but that doesn't mean that they are being given the means to improve their position in relation to men. If women are the recipients of micro-loans, because they are more responsible and tend to show higher rates of repayment of the loan, this fact is only reinforcing the gender roles that are part of the structure of society.

Decentralization offers institutionalized spaces for interaction between regional and local stakeholders, both public and private, such as Regional Coordination Councils, the preparation of participatory budgets, and the definition and approval of a series of important regional plans in terms of health, education, and the environment.

Mainstreaming the gender perspective and making it sustainable means inserting it into the organizational structure of Government institutions, incorporating it into strategic plans, policies, objectives, actions, goals, indicators, and results-oriented financing. In sum, making the existing legal framework a reality, steadily supporting its implementation. This is, necessarily, the first step towards its institutionalization.

In that sense, the regions could pose ideal conditions to try out that alternative. Recently, the RG of San Martín issued Ordinance 005-2013-GRSM-CR, which institutionalizes the mainstreaming of the gender approach in all areas and in all government management processes, while the RG of Ucayali,

⁸⁸ 2012-2016 Gender Action Plan. Initiative for Conservation in the Andean Amazon ICAA II. August 2012.

through Ordinance 005-2013-GRU-CR, ordered the creation of the Regional Council on Women – Gender, as a coordinating entity.

Chapter five outlines specific recommendations for each of the three DOs of the country strategy. The following are more general recommendations:

1. A significant progress in terms of gender has been the generalized use of inclusive language. It is important that all program-related documents issued be worded that way, so that both men and women become visible, especially when referring to equal opportunities, equity, human rights, etc. It is a first step toward gender inclusion.
2. Integrating gender into ongoing programs is a task that requires from a detailed analysis of the activities executed. We recommend that the technical team of USAID/Peru responsible for each DO, their implementing partners, and a gender expert, make it possible for their programs' activities to be transformed in search for gender equality and in favor of female empowerment.
3. Gender studies conducted by USAID/Peru programs propose recommendations that should be adopted, implemented, and monitored. In order to implement these recommendations, it is necessary for each program to have a gender expert on staff able to help translate the recommendations into activities and develop outcomes and indicators.
4. In addition to the Mission's Gender Task Force, USAID must have gender-integration expert personnel on staff to work alongside with program experts.
5. The programs of USAID/Peru's portfolio should incorporate in their budgets, the human resources and funding necessary for the activities proposed.
6. The programs should develop or integrate gender-awareness modules that will promote a progressive reflection among the groups of men and women targeted. This is especially important because there is a strong tendency among government officials, implementing partners, and beneficiaries, to think of "gender" as synonymous of working with women. This may mean promoting the presence of women in activities or work teams. Almost nobody equates "gender" with power relationships between people, let alone will they expect that incorporating gender will mean a modification of these relationships involving a mutual benefit.
7. The Initiative for Conservation in the Andean Amazon – ICAA, applies a monitoring tool to the consortium partners to find out the "degree of mainstreaming" achieved by the organization, called "Gender Mainstreaming Scorecard." We suggest adapting it and using it in other USAID programs.
8. Promoting the use of "gender-sensitive" budgets in the region should be a priority. The PRIOS have not been implemented because they lack the budget to do so; however, this issue also reflects the lack of political will to seriously incorporate the matter. This means having to allocate enough financial resources to gender integration, without it entailing the re-allocation of existing funds to women-specific actions, but rather the allocation of new resources.
9. Using statistical data disaggregated by gender helps to identify gender-related inequalities, and to reveal the fact that policies have a different impact on women and men. We recommend that public reports of national surveys conducted by the INEI include the necessary tables for such analysis.
10. In order to integrate gender, some basic requirements need to be taken into account:

- a. Examine the general objectives of the program or project in light of the relationships, roles, and gender identities of project participants. Integrating a gender perspective into the design of activities begins with the identification of participants and direct stakeholders.
 - b. Obtain data on the relationships, roles, and gender identities relevant to the attainment of project results.
 - c. Analyzing from a gender perspective means having data by gender of the beneficiary population, linked to the project's objectives and analyzing any differences, i.e., search for the reasons for those differences.
 - d. Design project elements and activities that will address gender issues, both internally and externally.
 - e. Determine strategies for achieving the desired results and maintain them throughout the duration of the project. The changes expected are medium and long-term changes, otherwise achieving sustainability will be less likely.
 - f. Develop and monitor indicators that will measure gender-specific outcomes. Evaluate the effectiveness of program elements designed to address gender issues.
- II. For an adequate integration of gender in the cycles of programs, it is advisable to apply the checklists found in the document "How-to note addressing Gender and Inclusiveness in Project design," so that any of the suggestions included in the existing gender studies can be adjusted and implemented.

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APPENDIX 2: BASIC CONCEPTS⁸⁹

Sex and Gender

The terms "sex" and "gender" are often used interchangeably; however, in fact, they have different but related meanings.

- Sex is a biological construct that defines males and females according to physical characteristics and reproductive capabilities. USAID policy calls for the collection and analysis of sex-disaggregated data (male vs. female) for individual-level indicators and targets. Gender and sex are not synonyms.
- Gender is a social construct that refers to relations between and among the sexes, based on their relative roles. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. As a social construct, gender varies across cultures, is dynamic and open to change over time. Because of the variation in gender across cultures and over time, gender roles should not be assumed but investigated. Note that "gender" is not interchangeable with "women" or "sex."

The definition for "sex" is, therefore, universal, while "gender" is a socially defined category that can change. This distinction is important since it means that gender differences and dynamics between men and women (and boys and girls) must be identified and analyzed since the way in which "masculinity" and "femininity" are expressed and understood differ among settings.

Gender Equality and Gender Equity

Gender equality and gender equity have different meanings but are related terms. Gender equality is a development goal; gender equity interventions are the means to achieve that goal. Gender equality is a broad concept and a development goal. It is achieved when men and women have equal rights, freedoms, conditions, and opportunities for realizing their full potential and for contributing to and benefiting from economic, social, cultural, and political development. Equality does not mean that women and men become the same but that women's and men's rights, responsibilities, and opportunities do not depend on whether they are born male or female. It means society values men and women equally for their similarities and differences and the diverse roles they play. Gender equality is not a "women's issue" but should concern and fully engage men as well as women. It signifies the results of gender equity strategies and processes. Gender equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on an equitable basis, or a "level playing field." Equity leads to equality.

Gender Analysis

⁸⁹ Tomado de: USAID/Paraguay Gender Assessment (2011) Revised Draft Report Short-Term Technical Assistance and Training in Gender Task Order DevTech Systems, Inc. 41

Gender analysis refers to the systematic gathering and analysis of information on gender differences and social relations to identify and understand the different roles, divisions of labor, resources, constraints, needs, opportunities/capacities, and interests of men and women (and girls and boys) in a given context. USAID requires that the findings of a gender analysis are used to inform the design of country strategic plans, Assistance Objectives, and projects/activities. A gender analysis can be conducted at: the macro level, analyzing socio-cultural, economic, health, or demographic trends and legal policies and practices at the national or regional level; and/or at the micro level, examining gender relations, roles, and dynamics at the community or household level within the context provided by the macro analysis. Taking a macro or micro focus depends on the purpose for which the analysis is being undertaken. For example, a gender analysis conducted to inform a country strategic plan will most likely assess the issues from a broader, more macro level, whereas a gender analysis conducted for the design of a project/activity may look at the issues from both a macro and micro perspective.

Gender Assessment

A gender assessment involves carrying out a review, from a gender perspective, of an organization's programs and its ability to monitor and respond to gender issues in both technical programming and institutional policies and practices. USAID Missions often carry out a gender assessment of their portfolio to determine whether gender issues are being effectively addressed in Mission-supported programs and projects. A gender assessment is a very flexible tool, based on the needs of the Mission, and may also include a gender analysis at the country level. If a gender analysis is included in a gender assessment, this meets the ADS requirements. If a gender assessment reviews the internal policies and practices of the operating unit (e.g., USAID Mission), this is very similar to a gender audit. A gender audit addresses not only gender in programming issues but also in the practices and policies of the Mission as a whole, such as human resource issues, budgeting, and management, to provide a comprehensive picture of gender relations at several levels within the organization. Findings from a gender assessment have been used, for example, to inform a country strategic plan or a Development Objective and/or develop a Mission Gender Plan of Action or a Mission Order on gender.

Gender Gaps

A gender gap represents the disproportionate difference between the sexes in attitudes and practices. A gender gap can exist in access to a particular productive resource (for example land), in the use of a resource (for example credit), or levels of participation (such as in government).

Gender Bias

Gender bias refers to unequal and/or unfair treatment based on attitudes and expectations of what is appropriate for a man or a woman; this includes prejudice in actions (such as, sex discrimination in employment, promotions, pay, benefits, technical assistance, and trainings) and the allocation of resources (such as income, food, nutrition, health care, land ownership, and education).

Gender-Based Constraints

Gender-based constraints are factors that inhibit either men's or women's access to resources or opportunities of any type. They can be formal laws, attitudes, perceptions, values, or practices (cultural, institutional, political, or economic). Some examples include:

- Customary laws dictating that only men can own land is a constraint on agricultural production since it can prevent women from producing or marketing or obtaining credit.
- A law that prevents pregnant teenagers from attending school is a gender-based constraint since it disadvantages girls relative to boys in obtaining an education.
- An HIV/AIDS program that is located in an ante-natal clinic is a gender-based constraint if men are reluctant to get tested in this setting.

Gender Integration

Gender integration involves identifying and then addressing gender differences and inequalities during program and project planning, design, implementation, monitoring, and evaluation. Since the roles and relations of power between men and women affect how an activity is implemented, it is essential that project and activity planners address these issues on an ongoing basis. USAID uses the term gender integration in planning and programming. Conducting a gender analysis and/or gender assessment is the first step for ensuring successful gender integration into programs and policies.

APPENDIX 3: STATEMENT OF WORK

Gender Analysis for Strategic Plan Implementation: Supporting the project design, implementation, and assessment of projects of the current strategy period: 2012-2016

USAID recognizes that gender equality and female empowerment are core development objectives and key to effective and sustainable development. Agency policy requires staff to conduct a gender analysis to inform strategic planning and project approval processes.

In keeping with Agency and Mission goals and policies, USAID/Peru is undertaking a gender analysis to aid the Mission's strategic planning and execution, inform project design and implementation, and provide context to assess projects that will extend throughout the current strategy period.

The USAID/Peru Gender Analysis shall include four key components:

1. Desk review of relevant gender data at national and regional levels
2. Analysis of key gender barriers and opportunities for achieving USAID/Peru's current development objectives
3. Identification of gaps and opportunities in the Mission's current portfolio, proposed projects, or adjustments in existing projects from a gender perspective
4. Programming recommendations to strengthen gender integration throughout the USAID's Program Cycle, including strategic planning, project design, implementation, monitoring, and evaluation

BACKGROUND

In FY 2012, USAID/Peru's 2012-2016 Country Development Cooperation Strategy (CDCS) was approved to guide the development of future project designs and mission focus. USAID utilized its gender and tropical forestry/biodiversity (Foreign Assistance Act Sections 118/119) analyses, as well as lessons learned and best practices from existing and prior programs, to help develop this CDCS. As part of the donor coordination efforts and to avoid duplication, USAID also coupled internal sector-specific gender analyses and the Japanese International Cooperation Agency's extensive gender report (2007) to inform the CDCS process.

Based on extensive interagency and stakeholder coordination, the CDCS aligns USG Foreign Policy priorities with GOP development priorities, and encompasses areas where the Mission can have the greatest development impact. The CDCS target regions include Amazonas, Loreto, Madre de Dios, San Martín, Ucayali, and Huánuco.

The CDCS prioritizes three Development Objectives: (1) Alternatives to illicit coca cultivation increased in targeted regions; (2) Management and quality of public services improved in the Amazon Basin; and (3) Natural resources sustainably managed in the Amazon Basin and glacier highlands.

DO 1: Alternatives to Illicit Coca Cultivation Increased in Targeted Regions

Despite a decade of sustained economic growth, democratic governance, and overall poverty reduction, the socio-economic benefits of Peru's development have not reached certain segments of the population, including the Amazon Basin where illicit coca is grown. Increasing narco-trafficking, conflict, and violence in these areas threaten to undermine Peru's stability and its remarkable

economic and democratic gains. Illicit coca cultivation has continued or expanded in poverty-ridden rural areas where state presence and law enforcement is limited; infrastructure is deficient; human capability is low; and sub-national governments fail to provide adequate social services to their populations. These conditions exist in many parts of the Peruvian Amazon Basin and have helped make Peru the world's largest cocaine supplier.

This objective is based on the development hypothesis that: as former coca growers enter and benefit from the licit economy, build their own capabilities, production networks, and institutions, and receive improved services from their governments, the likelihood that they will participate in illicit activities decreases. As licit value chains are strengthened and local governance improves, it will become increasingly more difficult for narco-traffickers to exploit farmers for coca cultivation. As government becomes progressively more effective, transparent and responsive to citizen needs, the public in turn will be supportive of government programs and more inclined to turn away from coca cultivation and other illicit activities.

DO 2: Management and Quality of Public Services Improved in the Amazon Basin

Since 2000, Peru has been undergoing a process of decentralization and sector reform. The provision of public services, particularly in poor and conflict-prone communities in the Peruvian Andes and Amazon Basin, has not improved commensurate with Peru's macro-economic growth. While decentralization of priority services, such as health and education, has been a central tenet of state reform over the last decade, it remains a work in progress. In addition, regional and local governments have not been able to effectively plan and manage increased financial resources, resulting in poorly designed and implemented social and economic development activities. Peru's incomplete decentralization efforts have contributed to a lack of trust in government and restrained economic growth at the micro-level. Citizens are not empowered to hold the government accountable, and governments are often unable or unwilling to combat corruption.

The development hypothesis states that the lack of social inclusion has contributed to poor economic growth, illicit use of natural resources, amplified illicit coca production, and increased social conflict. Strengthened decentralization, which includes increased citizen participation and improved sub-national government capacity to plan and manage equitable education and health activities, will increase social inclusion and, in turn, prevent and mitigate conflict, reduce illicit activities including coca production, and add to regional stability.

DO 3: Natural Resources Sustainably Managed in the Amazon Basin and Glacier Highlands

Home to 64.6 million hectares of tropical forest, Peru has the fourth-largest tract of tropical forests in the world, maintains 84 of 104 existing ecosystems and 25 of 32 climates on the planet, and is third in the world in known mammal and bird species. Although Peru still enjoys a reputation as a highly forested, low-deforestation country, illegal logging and mining activities compounded by weak forest management threaten to substantially alter this landscape. These threats have increased rapidly in recent years as a consequence of new roads, weak forest governance institutions, and the expansion of the agricultural frontier. Informal mining activities in the Amazon Basin have resulted in significant environmental degradation (e.g., mercury contamination), public health issues, human rights abuses, and conflicts that threaten to destabilize large sections of the country. In the Andean highlands, retreating glaciers leave behind unstable alpine lakes in areas susceptible to landslides and flooding. By the year 2030, some scientists predict that the runoff will diminish significantly and have

ramifications in terms of hydropower (the source of over half of Peru's energy supply), social conflict, migration, and agriculture.

The development hypothesis posits that for the Peruvian government and civil society to conserve natural resources effectively, there must be both a robust system of governance in place which includes regulations, policy, and civil society engagement, and economic opportunities that promote sensible use of resources. The keys to this system's success are the degree to which Peru decentralizes responsibilities, resources, and authority; builds the capacity of regional and local governments; and develops the professional skills of the Peruvians who will analyze, govern, and operate public services and private industries.

The USAID/Peru Gender Analysis will assist in achieving the three development objectives described above by identifying the key gender issues that either impede or facilitate progress toward reaching the desired objectives in an effective, equitable, and sustainable manner. The gender analysis findings and recommendations will be used to guide the Mission's gender integration throughout its strategic plan implementation as required in the Agency and Mission's project design guidance.

GENDER ANALYSIS PLAN

In order to reach the Agency goals of gender equality and female empowerment and USAID/Peru's development objectives and comply with Agency and Mission project design guidance, it is necessary to conduct a gender analysis and use its findings to inform the Mission's strategic plan implementation. A gender analysis examines the roles that women and men play in communities and societies, the different levels of power they hold; differing needs, constraints, and opportunities; and the impact of these differences on their lives.

Gender Analysis Objectives:

- Identify those gender issues that have the greatest potential impact on Peru's sustainable development and USAID/Peru's achievement of its Development Objectives.
- Analyze the previous, current, and potential impacts of the Mission's proposed strategic approaches (Development Objectives) on the status of men and women in Peru.
- Identify the gender-based constraints to equitable participation and access of men and women to economic, political, and social opportunities in Peru, with emphasis on the sectors and regions where USAID/Peru programs operate.
- Identify strategies, approaches, and areas of opportunities USAID/Peru can use to enhance and maximize the accessibility and equity of its projects, interventions, and impacts to both men and women.
- Assess key Government of Peru (GOP) and other donors' gender-related policies and programs, and identify opportunities for collaboration to advance gender equality and mutual strengthening of gender mainstreaming approaches between USAID, GOP, and other donors.

This gender analysis will put special interest in:

1. Find ways that a gender focus can improve program results in education, environment, and alternative development.
2. Ensure that USAID programs do not perversely worsen gender inequalities.
3. Find ways to tweak existing and planned programs to improve gender relations and equality.

Four components of USAID/Peru Gender Analysis:

Close-collaboration with and engagement between the contractor and key Mission staff will be required to guide the four gender analysis components described below:

1. *Desk review of relevant gender data at national and regional levels and of pertinent USAID gender-related documents*

The Contractor should conduct a comprehensive literature review which compiles and assesses national gender data (e.g., DHS, WHO), any available regional data for the USAID/Peru target areas, and USAID documentation, including the Washington-prepared Desk Review.

At a minimum, the following documents shall be reviewed:

- a) Previous gender assessments, studies and assessments conducted by donors, non-governmental organizations (NGOs), host country government, and the local and international academic and legal community
- b) USAID documents including, but not limited to, the Automated Directives System (ADS) 201.3.9.3, USAID gender analysis guidance⁹⁰, the USAID/W draft Desk Review, the Mission's CDCS, annual reports (PPR), strategic documents, situation analyses, sector assessments and evaluations, gender analyses of key projects, and other gender-related policy documents released before the end of this analysis.

The contractor shall produce a **List of Bullets highlighting gaps in the existing literature** for USAID review that compiles, summarizes, and assesses the literature review findings to inform the rest of the Gender Analysis process.

2. *Analysis of key gender barriers and opportunities for achieving USAID/Peru's current Development Objectives*

The contractor shall work with USAID/Washington and USAID/Peru staff members, to review the **List of Bullets** and develop a plan to gather and analyze qualitative data to identify key gender issues and barriers to achieving the CDCS development objectives and any project priorities.

This coordination shall be accomplished through an initial half-day open dialogue session to be held with USAID/Washington and USAID/Peru staff members, including the Program Office and technical staff from each DO team, and the Mission's gender working group to:

1. Gather priorities and geographical and issue-related areas of focus in each Development Objective area;
2. Develop interview structure and format;
3. Collect additional information and feedback about key gender issues identified in the Background Report as they relate to each development objective; and
4. Answer questions/concerns and to help define the parameters and expectations for the specific questions to be answered in the gender analysis.

⁹⁰ To include reference documents such as USAID/E&E's, "Tips for Conducting a Gender Analysis at the Activity or Project Level"

The contractor shall work with the USAID/Peru staff to produce a **Qualitative Data Gathering Plan** for USAID approval, which will (1) determine geographical and issue-related areas of focus; (2) define the scope, process and instruments for field interviews; and (3) identify qualitative interviews, focus groups, and site visits to be conducted by the contractor.

Interviews and focus group discussions will include:

Key donors, stakeholders, NGOs active in gender-related areas, and GOP officials. The contractor shall develop a list of key contacts and provide the list to USAID/Peru. The contractor will divide up into smaller teams in order to visit selected project sites in the target regions. People to be interviewed in target regions may include project staff, beneficiaries, GOP and civil society stakeholders. USAID staff may accompany the contractor on these field collections activities.

The contractor shall draft a **Qualitative Findings Report** that describes and summarizes the interviews, focus groups, and site visits conducted for the gender analysis, as well as key findings regarding the external gender barriers and opportunities that either impede or facilitate progress toward the achievement of the DOs.

This qualitative analysis may utilize the “The Six Domains Framework,”⁹¹ focusing on gender issues in terms of:

1. Access to assets;
2. Knowledge, beliefs, and perceptions;
3. Practices and participation;
4. Time and space;
5. Legal rights and status; and
6. Balance of power and decision-making.

Table I summarizes these key issues in further detail.

DOMAINS	KEY ISSUE
Access to assets	Who has access to which particular assets? What constraints do they face?
Knowledge, beliefs, perceptions	Who knows what? What beliefs and perceptions shape gender identities and norms?
Practices and participation	Who does what? What are the gender roles and responsibilities that dictate the activities in which men and women participate? How do men and women engage in development activities?
Time and space	How do men and women spend their time, as well as where and when?
Legal rights and status	How are women and men regarded and treated by customary and formal legal codes?

⁹¹The Gender Domains Framework was originally developed by Deborah Caro and Deborah Rubin under projects funded by the USAID Office of Women in Development and USAID Bureau for Global Health. The Domains Framework has benefited from additional ideas and revisions from multiple trainers in addition to the original developers, most notably Anne Eckman, Cristina Manfre, Kara Nichols Barrett, Mary Kincaid, Michal Avni, Diana Prieto, and Sandra Aliaga. Other resources informing these adaptations include: (1) Transforming Health Systems: Gender and Rights in Reproductive Health: A Training Curriculum for health program managers. Geneva, World Health Organization. 2001, and (2) Guidelines on Gender and Health, Liverpool School of Tropical Medicine.

Balance of power and decision making	Who has control over the power to make decisions about one's body, household, community, municipality and state? Are such decisions made freely?
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3. *Identification of gaps and opportunities in the Mission's current portfolio from a gender perspective*

Based on the Gender Analysis Bullets List, the Qualitative Findings Report, and interviews with key USAID/Peru personnel the contractor shall review the Mission's current portfolio to identify gaps and opportunities for gender integration. The contractor shall initially consult with key USAID/Peru personnel before conducting site visits in order to determine the portfolio review focus and structure. Over the course of the analysis period, the contractor will hold a series of meetings with the Gender Working Group, technical offices, and other key individuals to assess gender related strengths, weaknesses, threats, and risks in each portfolio. The contractor shall then draft a **Gender Analysis Portfolio Review Report** summarizing the key gaps and opportunities to realign and guide future programming, based on gender analysis findings, and USAID/Peru consultations.

4. *Programming recommendations to strengthen gender integration throughout USAID's Program Cycle, including strategic planning, project design, implementation, monitoring, and evaluation*

The contractor shall hold a half-day Programming Recommendation Workshop with key USAID staff to present their initial key findings of their portfolio review and to help develop specific programming recommendations for each development objective and projects with significant gender influence in each portfolio. The suggested recommendations should be considered for future modifications to the DO results frameworks and project(s) log frames, standard and custom gender-sensitive indicators and gender related evaluation questions.

After incorporating the recommendations, the contractor shall create a **Draft Final Gender Analysis Report**, which will summarize and highlight the key findings from the Bullets List, Qualitative Findings Report, Portfolio Review, and Programming Recommendation Workshop proceedings. This report shall be presented to the gender-working group and representatives of each technical office in a **Draft Report Workshop** to elicit final feedback and buy-in.

The Final Gender Analysis Report shall be submitted immediately afterwards and a five-day USAID comment period will begin.

Geographic Focus: The contractor shall visit at least one side in each selected Amazonian Region.

Table 2 summarizes potential areas to fieldwork

REGION	LOCALITIES
San Martín	Tarapoto, Moyobamba and Lamas
Ucayali	Pucallpa, Campo Verde, Aguaytía
Loreto	Yurimaguas
Huánuco	Valle del Monzón, Venenillo
Madre de Dios	Puerto Maldonado

Structure of Final Gender Analysis Report:

The Gender Analysis Report shall include the following sections:

A. Overview

This section should provide a broad overview of the significant gender issues for Peru at the macro level. It should provide a brief picture of the gendered social and political economy in the country; economic, social, and political barriers due to gender, including indigenous people; and include references to any international indices such as the WEF Global Gender Gap or UNDP Gender Inequality Index. It should also include a brief description of the policy environment and institutional capacity, with particular attention to USAID GOP counterparts, to address gender gaps at the national and sub-national levels, including the mandates for newly established Ministry of Development and Social Inclusion (MIDIS), Ministry of Women and Vulnerable Populations (MIMP)'s gender action plan and commitments to international agreements (CEDAW, MDGs, etc.), the Ministry of the Environment's (MINAM) new provisions for gender and forestry laws, *Presidencia del Consejo de Ministros* (PCM), *La Comisión Nacional para el Desarrollo y Vida sin Drogas* (DEVIDA) and other ministry gender regulatory actions, as well as a snapshot of civil society's efforts to promote gender equality. It will also identify other donors who are active in Peru on gender issues.

B. Mission's Strategic Priorities and Associated Gender Analysis

This section will have two parts. The first will focus more specifically on the sectors and DOs in which USAID/Peru is working. The second will examine projects within the USAID/Peru portfolio for more specific gender-related challenges and opportunities in the most critical areas.

For each CDCS DO described above:

1. Provide statements of the key gender-based constraints relevant to each DO. Statements should incorporate critical gender issues such as trafficking in persons, gender-based violence and economic development.
2. Describe the profile of women's participation/leadership in the main institutions and actors in each DO area.
3. Describe cross-cutting issues that warrant attention, such as conflict and post-conflict development, gender-based violence, trafficking of persons, disability, LGBT, and women's leadership (including efforts to strengthen government capacity to address gender equality/women's empowerment and meet international commitments).

This part should cover the resources that may be required to strengthen the gender equality dimensions of the country program, including human resources, training needs, and additional planning/design tools, in light of other resources that exist in the country and mindful of a potential division of labor across donors. It also should identify potential constraints and how to cope with them, and be directly linked to the requirements of USAID ADS 201 Project Appraisal Documentation.

The second part of this section will investigate the projects within the USAID/Peru portfolio more closely to:

1. Provide detail of the key gender-based constraints/disparities as they relate to the projects within each development objective.

2. Analyze strengths and opportunities (for example, promising practices) of projects within the DOs for future implementation and project design. For example, this may be done by a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis with a gender focus on the positive areas where USAID/Peru has been accumulating experience and emphasize positive opportunities, while examining potential threats that result from weak interventions.

C. Strategic Coordination

This section is a review of other donor's efforts, initiative, priorities regarding gender, and how we can work together and leverage these efforts. This would include a historical review of other donor's efforts, as well as previous cooperation with USAID/Peru. It is also necessary to identify local expertise on gender (for example, NGOs, academics, research institutions, government ministries, and the Donor Roundtable on Gender Equality (MESAGEN)) that can be called on to provide in-depth technical assistance. The section will also propose illustrative steps for the Mission to coordinate with other donors.

D. Recommendations

This section will provide a summary linking the findings from the analysis with the recommendations and proposed next steps for implementation. Where appropriate, the recommendations should suggest appropriate changes in the DO results framework or project log frames, indicators and evaluation questions that can reflect a better integration of gender in the DO's implementation. The Recommendations Section is estimated to be 20% of overall report content.

E. Annexes

1. Bibliography
2. Basic concepts
3. Statement of Work
4. List of key informants
5. Gender experts and organizations in Peru

DELIVERABLES

All products shall be delivered in Spanish and English:

- 1) Work plan/schedule: A work plan/schedule that shall include tasks, roles and responsibilities for each member
- 2) List of bullets highlighting gaps in the existing literature.
- 3) Initial Presentation to USAID: This shall be a presentation to USAID/Peru AOR/COR and partners to elicit feedback on proposed research questions.
- 4) Qualitative Data gathering and analysis Plan: This shall summarize the methodology for field interviews, list of people to be interviewed, schedule, sites, interview questions, and instruments.
- 5) Qualitative Findings Report: Report shall describe and summarize the interviews, focus groups, and site visits conducted for the gender analysis.

- 6) **Qualitative Findings Report Presentation:** Half-day feedback session with the GWG to review and verify findings.
- 7) **Portfolio Programming Recommendations Workshop:** Workshop with the participation of each technical office. Contractor shall interview key Mission staff to present the key findings of their portfolio review and to help develop specific portfolio recommendations for each development objective.
- 8) **Draft Analysis Report:** Using the Background Report, Qualitative Findings Report, Portfolio Review, and the Gender Analysis Portfolio Review, a draft Gender Analysis shall be submitted to the Mission in both hard and electronic versions.
- 9) **Presentation of Final Gender Analysis Report:** Contractor shall present this report to the gender working group and representatives of each technical office to elicit final feedback and buy-in.
- 10) **Final Gender Analysis Report:** The final Gender Analysis incorporating Mission input will update the Draft Report and be submitted in English to the Mission in both hard and electronic versions within three working days after receiving comments on the revised draft. The final Gender Analysis should be no more than 40 pages, Times New Roman, 11 point font. The contractor shall upload the Final Report to the Development Experience Clearinghouse (DEC) within 10 business days.

LEVEL OF EFFORT AND TIMING

The gender analysis shall be completed in close collaboration with USAID and shall begin with a meeting to discuss and plan for the **Gender Analysis Bullets List**. The contractor shall then conduct the literature review, and prepare a Gender Analysis Bullets List for USAID approval.

After approval of the List of Bullets highlighting gaps in the existing literature, the Contractor shall work with an interdisciplinary team of gender experts, made up of USAID/Washington Gender Specialists and USAID/Peru staff members, to (1) review of the **Gender Analysis Bullets List**; (2) define the scope and process of field interviews; (3) determine geographical and issue-related areas of focus; and (4) prepare the plan for conducting qualitative interviews, focus groups, and site visits to identify key gender issues related to the CDCS development objectives.

The Contractor shall conduct interviews, focus groups, and site visits with stakeholders over the course of 25 days, including the use of photos for incorporation into USAID/Peru social media. After completion of the site visits and interviews, the contractor shall present the initial findings to the USAID/Peru Gender Working Group for review. The contractor shall then produce a **Qualitative Findings Report** that describes and summarizes the findings of activities, as well as key findings regarding the gender barriers and opportunities that either impede or facilitate progress toward the achievement of the DOs.

In the context of the Gender Analysis Background Report and the Qualitative Findings Report, the gender analysis team shall review the Mission's current portfolio to identify gaps and opportunities for gender integration. The contractor shall draft a **Gender Analysis Portfolio Review** summarizing the key gaps and opportunities to realign and guide future programming, based on gender analysis findings.

Before submitting the Portfolio Review Report, the team shall hold a **Portfolio Recommendations Workshop** and interview key Mission staff to present the key findings of their

portfolio review and to help develop specific portfolio recommendations for each development objective. The contractor shall incorporate the input from the Recommendations Workshop and create a **Final Draft Gender Analysis Report** that summarizes the Gender Analysis Bullets List, Qualitative Findings Report, and Gender Analysis Portfolio Review.

This report shall be presented to the gender working group and representatives of each technical office in a **Draft Report Presentation** to elicit final feedback and buy-in. Afterwards, the contractor shall submit the **Final Gender Analysis Report** and USAID will provide comments within five business days. Within ten business days after receipt of the comments, the contractor team shall then make final edits and submit the **Final Gender Analysis Report**, which shall highlight the key findings from the Background Report, Qualitative Findings Report, Portfolio Review, Programming Recommendation Workshop proceedings, and Draft Report Presentation feedback.

EXPERTISE REQUIRED

The assessment requires a group of consultants who must possess the skills and qualifications as follows. Experience conducting qualitative research and data gathering is required of all consultants. Excellent Spanish-language writing skills are required and preference will be given to candidates with excellent English-language writing skills. All applicants must submit a short writing sample in Spanish and/or English.

It is highly desirable that the gender analysis team includes:

One team leader with an advanced research degree in sociology, anthropology, political science, economics, education, or rural development. This expert must have a minimum of a Master's degree and five years of experience or a Ph.D. and three years of experience working on gender issues. Prior experience in Peru is highly desirable. Excellent Spanish and English-language writing skills are required. This expert must possess computer skills in word processing and spreadsheets and must be knowledgeable about donors programming policy and gender analysis requirements. The team leader shall lead the preparation of the list of bullets highlighting gaps in the existing literature, Qualitative Findings Report, and the Gender Analysis Portfolio Review Report and assist in finalizing the Gender Analysis Report.

Four social scientists with an advanced research degree in sociology, anthropology, political science, economics, education, or rural development. They must have a minimum of a Master's degree and five years of experience and three years of experience working on gender issues. These professionals should have experience analyzing gender issues. Prior experience in Peru is highly desirable. This expert must be knowledgeable of donor or USAID programming policy and gender analysis requirements. The social scientists shall provide technical input and make the presentations in the Mission.

ADDITIONAL DOCUMENTS AND INFORMATION

USAID Gender Equality and Female Empowerment Policy

http://transition.usaid.gov/our_work/policy_planning_and_learning/documents/GenderEqualityPolicy.pdf

<http://www.igwg.org/>

<http://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment>

APPENDIX 4: FIELD WORK TOOLS

GUÍA PARA INFORMANTES CLAVES

FUNCIONARIOS PUBLICOS Y DE ORGANIZACIONES IMPLEMENTADORAS

Objetivo: conocer, a partir de la palabra de informantes claves seleccionados, la respuesta a: i) cómo los diferentes roles que cumplen los hombres y las mujeres al interior de la comunidad, en el espacio político, laboral y doméstico afectan las actividades de los proyectos, ii) cómo pueden verse afectadas las personas, hombres y mujeres, por los resultados de las actividades del proyecto.

Obteniendo respuestas a estas preguntas, podemos asegurarnos que estamos examinando diferencias existentes entre hombres y mujeres; así como, comprendiendo las desigualdades y diferencias que pueden impedir conseguir los resultados de la intervención planeada.

Información general:

Nombre del entrevistado/a		Región, Localidad	Provincia,	
Cargo				
Profesión				
Tiempo en el cargo				
Institución u Organización a la que pertenece				
Nombre del Proyecto USAID		[Circule que corresponda]		
		OD 1	OD 2	OD 3

INFORMACION GENERAL SOBRE LAS ACTIVIDADES DEL PROYECTO

Permítame hacerle primero algunas preguntas referidas a las actividades del proyecto (*de los proyectos*):

- 1) ¿Puede decirme brevemente en qué consiste el proyecto? (¿Qué sabe usted del proyecto?)
- 2) ¿Quiénes son los participantes directos del proyecto?
- 3) ¿Sabe si los participantes se han involucrado en los objetivos y en el diseño del proyecto?
- 4) ¿Cree que en la localidad (*región, provincia, distrito*) hay actitudes positivas frente al proyecto? Y, ¿actitudes negativas?

ROLES DE GÉNERO, RESPONSABILIDADES Y USO DE TIEMPO

Las personas podemos tener comportamientos diferentes frente a las mismas situaciones o condiciones, ahora conversaremos sobre algunos temas referidos a eso:

- 1) ¿Cuáles son los roles y responsabilidades que tienen las mujeres y los que tienen los hombres en la zona urbana?
- 2) ¿Cuáles son los roles y responsabilidades que tienen las mujeres y los que tienen los hombres en la zona rural?
- 3) ¿Los hombres y las mujeres tienen diferencias en sus expectativas, necesidades, intereses?
- 4) ¿Cuáles son los tabúes u obstáculos sociales, legales o culturales que pueden impedir que las mujeres o los hombres (o niñas o niños adolescentes) participen en el proyecto?

ACCESO Y CONTROL SOBRE BIENES Y RECURSOS

Ahora nos interesa conocer su opinión sobre cuál es la capacidad de los hombres y las mujeres para acceder y usar algunos bienes y recursos que les permitan ser activos y productivos en su comunidad:

- 1) ¿Piensa usted que los hombres y mujeres tienen acceso por igual a información, a los servicios de salud y de educación (*capacitación, actividades de extensión, productos*)
- 2) ¿Cree usted que hombres y mujeres tienen igual acceso a propiedad de la tierra, vivienda, medios de producción (*herramientas, animales, maquinarias*)?
- 3) Y, ¿al crédito? ¿por qué? (*pedir algún ejemplo o situaciones de acceso igualitario*)
- 4) ¿Reciben las mujeres igual salario que los hombres por el mismo tipo de trabajo realizado?

PODER Y TOMA DE DECISIONES

Las personas tienen diferentes habilidades (*condiciones*) para tomar decisiones con libertad sea en el hogar o en la comunidad, o capacidad de ser influyentes, controlar o hacer cumplir, así como, capacidades para dar su voto (elegir) y participar en actividades públicas, tomaremos algunos minutos para hablar sobre estos temas:

- 1) ¿En las familias, quién cree usted que decide ir a los servicios de salud, o ir a la escuela? (*que los niños vayan a la escuela*)
- 2) ¿Quién piensa usted que administra la economía del hogar? ¿Por qué?
- 3) ¿Las mujeres toman decisiones de algún tipo en las comunidades, por ejemplo, en comités de desarrollo, federaciones?
- 4) ¿Las mujeres tienen acceso a cargos en sus organizaciones? (*indagar sobre cargos políticos o en espacios públicos de gobierno de la comunidad*)
- 5) ¿Cree que el estar en estos cargos les trae problemas en su hogar?
- 6) ¿La población beneficiaria participa activamente en la formulación de políticas locales y regionales? ¿Quiénes, hombres, mujeres, ambos?

CONOCIMIENTOS, CREENCIAS Y PERCEPCIONES

En cada lugar hay creencias (*formas de pensar*) sobre las cualidades y expectativas que tienen los hombres y las mujeres, por ejemplo, tal vez hay conocimientos que pueden (*deben*) tener las mujeres y no los hombres, ¿pasa esto acá? ¿Por qué piensa que pasa?

- 1) ¿Conoce usted (existen aquí) algunas opiniones sobre los hombres y las mujeres que considera, puedan dificultar lograr los resultados del proyecto?
- 2) ¿Existen opiniones sobre las mujeres y sobre los hombres que pueden afectar su participación en las actividades públicas de la comunidad?

Explorar sobre normas de género frente acceso a salud (*PF por ejemplo*), a la VBG (*los hombres pueden reprender y/o pegar a sus parejas*)

PF Y EMBARAZO ADOLESCENTE
VBG

LEYES, POLITICAS Y REGULACIONES

Ahora vamos a tomar un momento de nuestra entrevista para conversar sobre el marco legal que existe sobre la igualdad de género:

- 1) ¿Existen leyes, políticas, normas y reglamentos que usted considera favorables a la Igualdad de Oportunidades? ¿Cuáles?
- 2) ¿Se están implementando de alguna manera estas regulaciones? ¿cómo? ¿Por qué?
- 3) ¿En esta localidad, a su juicio, las mujeres y los hombres tienen los mismos derechos? ¿Los ejercen? (por ejemplo, identidad, juicios)
- 4) ¿Cree que el sistema apoya por igual a todas las personas? ¿De qué depende?

Para finalizar, le haré unas últimas preguntas sobre la organización implementadora y el proyecto:

- 1) ¿Qué tipos de estrategias piensa usted que ayudarán al proyecto a garantizar que las actividades benefician a las mujeres y a los hombres equitativamente?

(Hacer estas preguntas solo si habla con funcionarios del proyecto)

- ¿El proyecto tiene indicadores especiales para medir cambios de las relaciones de género, al acceso a los servicios, recursos, y al poder? ¿cuáles?
 - ¿Tiene el proyecto normas que indiquen lo que se debe hacer cuando los datos de monitoreo y evaluación (M&E) revelan inequidades por razón de género?
- 2) ¿Cree usted que si se abordan las diferencias de género, puede mejorar la efectividad del proyecto?
 - 3) ¿En la organización (en el Gobierno regional, local) existe una política de sensibilización en género para sus trabajadores? ¿Usted ha recibido alguna inducción (sensibilización) en este tema?

Cierre:

Agradezco el tiempo que me ha prestado y sobre todo por su información, de singular valor para el análisis de género que estamos realizando. Con seguridad, gracias a sus aportes, juntos encontraremos mejores formas para encontrar caminos para que los hombres y mujeres de esta localidad tengan acceso a mejores e iguales oportunidades en todo sentido.

GUÍA PARA INFORMANTES CLAVES IMPLEMENTADORES DE LOS PROGRAMAS Y PROYECTOS

Objetivo: conocer, a partir de la palabra de informantes claves seleccionados, la respuesta a: i) cómo los diferentes roles que cumplen los hombres y las mujeres al interior de la comunidad, en el espacio político, laboral y doméstico afectan las actividades de los proyectos, ii) cómo pueden verse afectadas las personas, hombres y mujeres, por los resultados de las actividades del proyecto.

Obteniendo respuestas a estas preguntas, podemos asegurarnos que estamos examinando diferencias existentes entre hombres y mujeres; así como, comprendiendo las desigualdades y diferencias que pueden impedir conseguir los resultados de la intervención planeada.

INFORMACIÓN GENERAL:

Nombre del entrevistado/a		Región, Localidad	Provincia,
Cargo			
Profesión			
Tiempo en el cargo			
Institución u Organización a la que pertenece			
Nombre del Proyecto USAID		[Circule el que corresponda]	
		OD I	OD2 OD3

INFORMACION GENERAL SOBRE LAS ACTIVIDADES DEL PROYECTO

Permítame hacerle primero algunas preguntas referidas a la implementación de las actividades del proyecto:

- 1) ¿Quiénes son los participantes directos del proyecto?
- 2) ¿Han participado estas personas en el establecimiento de objetivos y en el diseño del proyecto?

ROLES DE GÉNERO, RESPONSABILIDADES Y USO DE TIEMPO

Las personas podemos tener comportamientos diferentes frente a las mismas situaciones o condiciones, ahora conversaremos sobre algunos temas referidos a eso:

- 1) ¿Existen diferencias en cómo son los hombres y las mujeres que se encuentran en el ámbito del proyecto? (población beneficiaria)

- 2) ¿Cuáles son los roles y responsabilidades que tienen las mujeres y los que tienen los hombres en la zona urbana?
- 3) ¿Cuáles son los roles y responsabilidades que tienen las mujeres y los que tienen los hombres en la zona rural?
- 4) ¿Piensa que estos roles influyen en los resultados del proyecto? ¿Por qué?
- 5) ¿Los hombres y las mujeres tienen diferencias en sus expectativas, necesidades, intereses? ¿Hay diferencia en la capacidad de tomar decisiones? Y, ¿de expresar y opiniones?
- 6) ¿Cómo distribuyen su tiempo los hombres y mujeres participantes del proyecto?
- 7) ¿Cuáles son los tabúes u obstáculos sociales, legales o culturales que pueden impedir que las mujeres o los hombres (o niñas o niños adolescentes) participen en el proyecto?

ACCESO Y CONTROL SOBRE BIENES Y RECURSOS

Ahora nos interesa conocer su opinión sobre cuál es la capacidad de los hombres y las mujeres para acceder y usar algunos bienes y recursos que les permitan ser activos y productivos en su comunidad:

- 1) ¿Todas las personas tienen acceso a (*diferentes*) medios de comunicación, es decir tanto hombres como mujeres?
- 2) ¿Piensa usted que los hombres y mujeres tienen acceso por igual a información, a los servicios de salud y de educación (*capacitación, actividades de extensión, productos*), ¿Por qué piensa eso? (*preguntar sea la respuesta positiva o negativa*)
- 3) ¿Cree usted que hombres y mujeres tienen igual acceso a propiedad de la tierra, vivienda, medios de producción (*herramientas, animales, maquinarias*)?
- 4) Y, ¿al crédito? ¿por qué? (*pedir algún ejemplo o situaciones de acceso igualitario*)
- 5) ¿Reciben las mujeres igual salario que los hombres por el mismo tipo de trabajo realizado?

PODER Y TOMA DE DECISIONES

Las personas tienen diferentes habilidades (*condiciones*) para tomar decisiones con libertad sea en el hogar o en la comunidad, o capacidad de ser influyentes, controlar o hacer cumplir, así como, capacidades para dar su voto (elegir) y participar en actividades públicas, tomaremos algunos minutos para hablar sobre estos temas:

- 1) ¿En las familias, quién cree usted que decide ir a los servicios de salud, o ir a la escuela? (*que los niños vayan a la escuela*)
- 2) ¿Quién piensa usted que administra la economía del hogar? ¿Por qué?
- 3) ¿Qué tipo de organizaciones existen en la zona y cuáles están funcionando?
- 4) ¿Las mujeres toman decisiones de algún tipo en las comunidades, por ejemplo, en comités de desarrollo, federaciones?
- 5) ¿Las mujeres tienen acceso a tener cargos en sus organizaciones? (*indagar sobre cargos políticos o en espacios públicos de gobierno de la comunidad*)
- 6) ¿Cree que el estar en estos cargos les trae problemas en su hogar?
- 7) Cuando los hombres se ausentan de las comunidades, ¿las mujeres pueden tomar las decisiones, por ejemplo en las asambleas?
- 8) ¿Piensa que hay maneras para aumentar la capacidad y la autoridad de las mujeres para que tome decisiones en nombre de las comunidades? ¿de qué manera?
- 9) ¿La población beneficiaria participa activamente en la formulación de políticas locales y regionales? ¿Quiénes, hombres, mujeres, ambos?

CONOCIMIENTOS, CREENCIAS Y PERCEPCIONES

En cada lugar hay creencias (*formas de pensar*) sobre las cualidades y expectativas que tienen los hombres y las mujeres, por ejemplo, tal vez hay conocimientos que pueden (*deben*) tener las mujeres y no los hombres, ¿pasa esto acá? ¿Por qué piensa que pasa?

- 1) ¿Conoce usted (*existen aquí*) algunas opiniones sobre los hombres y las mujeres que considera, puedan dificultar lograr los resultados del proyecto?
- 2) ¿Existen opiniones sobre las mujeres y sobre los hombres que pueden afectar su participación en las actividades públicas de la comunidad?

Explorar sobre normas de género frente acceso a salud (*PF por ejemplo*), a la VBG (*los hombres pueden reprender y/o pegar a sus parejas*)

EMBARAZO ADOLESCENTE:

VBG:

LEYES, POLITICAS Y REGULACIONES

Ahora vamos a tomar un momento de nuestra entrevista para conversar sobre el marco legal que existe sobre la igualdad de género:

- 1) ¿Existen leyes, políticas, normas y reglamentos que usted considera favorecen la igualdad de oportunidades? ¿Cuáles?
- 2) ¿En esta localidad, a su juicio, las mujeres y los hombres tienen los mismos derechos? ¿Los ejercen? (por ejemplo, identidad, juicios)
- 3) ¿Todas las personas que participan en el proyecto tienen documento de identidad? Y, ¿a títulos de propiedad?
- 4) ¿Conoce algún(os) caso(s) de acoso político cuando una mujer asume un cargo de este tipo?

Para finalizar, le haré unas últimas preguntas acerca de su organización y la implementación del proyecto:

- 1) ¿Qué tipos de estrategias piensa usted que ayudarán al proyecto a garantizar que las actividades benefician a las mujeres y a los hombres equitativamente?
- 2) ¿El proyecto tiene indicadores especiales para medir cambios de las relaciones de género, al acceso a los servicios, recursos, y al poder? ¿cuáles?
- 3) ¿Tiene el proyecto normas que indiquen lo que se debe hacer cuando los datos de monitoreo y evaluación (*M&E*) revelan inequidades por razón de género?
- 4) ¿Cree usted que si se abordan las diferencias de género, puede mejorar la efectividad del proyecto?
- 5) ¿Su organización tiene una política de sensibilización en género para sus trabajadores? ¿Ha recibido alguna inducción (sensibilización) en este tema?
- 6) ¿En la localidad (*Ciudad, distrito*) hay organizaciones que tienen experiencia en análisis de género que podrían ayudar al proyecto a lograr resultados equitativos de género?

Cierre:

Agradezco el tiempo que me ha prestado y sobre todo por su información, que es de singular valor para el análisis de género que estamos realizando.

**GUIA PARA LAS SESIONES GRUPALES
(E INDIVIDUALES PARA LÍDERES O LIDERESAS)**

Guía de la sesión	
Fecha y hora de inicio de la sesión	
Localidad (Distrito, Comunidad)	
Región	
Datos del grupo	N° de participantes [] Hombres [] Mujeres []
Rango aproximado de edades	
Responsable del grupo focal	
Asistido por	
Hora de finalización:	

CONSENTIMIENTO INFORMADO ORAL

Muchas gracias por estar con nosotras hoy día, por brindarnos sus tiempos. Yo soy _____ y mi compañera es _____, ambas vamos a acompañarlos/as en esta reunión que prometemos no hacerla más larga de una hora u hora y media, pero que queremos que sea amena para todos/as.

Hoy vamos a conversar sobre sus opiniones acerca sobre cómo pensamos las mujeres y cómo piensan los hombres, sobre el trabajo que realizamos dentro de la casa y fuera de ella, la participación en las decisiones en la comunidad y en la casa, cómo son las experiencias como participantes en el/los proyectos (actividades) en los/as que estamos trabajando.

Quiero decirles que su participación en esta reunión es absolutamente voluntaria, y ustedes pueden negarse a participar o no responder cualquiera de las preguntas que se puedan hacer aquí. Repetirles también que nada de lo que ustedes digan aquí, será hecho público o informado de alguna manera y menos de manera tal que ustedes pudieran ser identificados/as. Su participación, y su negativa a hablar sobre algunos de los temas no los va a afectar en ningún sentido. Les pedimos permiso para que lo que conversemos en esta reunión lo grabemos, ya que ello nos ayudará a registrar todo lo que ustedes digan, pero sobre todo no perder la atención que ustedes se merecen. Asegurarles que solo las personas que trabajan en nuestro estudio escucharán estas grabaciones o leerán las notas que se tomen. Todas las grabaciones serán guardadas y luego de su transcripción serán eliminadas.

Al final de la reunión compartiremos un refrigerio y les será entregado un pago para cubrir cualquier gasto que hayan tenido para movilizarse hasta aquí. Asimismo podrán hacer preguntas para resolver alguna duda que haya quedado sobre los temas de los cuales hemos conversado.

- l) Explorar con los/las participantes información sobre:
 - a) Acceso y control sobre los bienes y recursos;
 - b) Patrones de poder y de toma de decisiones;
 - c) Normas culturales, creencias, percepciones;
 - d) Diferencias en los roles de género, responsabilidades y uso del tiempo;
 - e) Marco legal y prácticas institucionales.

Responsable de sesión grupal: *indague sobre algunas características del grupo que le permita tener un rápido conocimiento sobre quienes integran su audiencia: edades, estado civil o de convivencia, hijos, grado de instrucción.*

ACCESO

(INDAGAR SOBRE SI LOS HOMBRES Y MUJERES SON PROPIETARIOS O TIENEN ACCESO Y CAPACIDAD DE USO DE RECURSOS Y BIENES: TIERRA, VIVIENDA, SEGURO SOCIAL, SERVICIOS PÚBLICOS, TECNOLOGÍA E INFORMACIÓN)

- 1) Vamos a empezar por conversar sobre temas que están relacionados con nuestro desarrollo, por ejemplo, ¿Quiénes se matriculan más en el colegio, los hombres o las mujeres? ¿Quiénes asisten más, niñas o niños? ¿Por qué? (*indagar sobre algunas diferencias*).
- 2) ¿Todas las mujeres y los niños/as tienen identificación (DNI)? ¿Es útil tener identificación? ¿Qué cambia desde que se tiene identificación? ¿Los hombres tienen identificación?
- 3) ¿Cómo piensa que es la situación económica de las familias de esta localidad? ¿Por qué?
- 4) ¿Las casas y los terrenos tienen títulos de propiedad? ¿A nombre de quién está? (*indagar si es de la pareja, del hombre o de la mujer*) Y, supongamos que la compra se hizo con los ahorros de la mujer, ¿a nombre de quién ponen la propiedad? (*indagar por ejemplo, lo que pasa si es una moto, una máquina de coser, o cualquier otro equipo*)
- 5) ¿Qué facilidades existen para obtener créditos y/o préstamos de los bancos, de las cajas de crédito locales? ¿Quién tiene más facilidad a este acceso los hombres o las mujeres? ¿Por qué? ¿Quién pide más los créditos, los hombres o las mujeres? ¿Por qué?
- 6) ¿Conocen ustedes temas sobre conservación de bosques y de medio ambiente? (*conservación de los recursos forestales*) ¿Qué saben de eso? ¿Han recibido capacitación, charlas? ¿Quién se las ha dado? ¿Quiénes piensan que provocan los problemas ambientales?
- 7) ¿La población aquí, tiene acceso a servicios de salud? ¿Las mujeres dan a luz en los establecimientos o en sus casas? ¿Por qué?
- 8) ¿Alguna vez el Alcalde o algún representante han informado sobre la manera cómo se usa el dinero de la municipalidad? ¿Se lo han pedido alguna vez?
- 9) ¿Cuál es la emisora que más se escucha aquí? ¿Por qué esa? (*indagar si es local o nacional*) Y, ¿Qué canal de TV creen que es el más visto aquí?, ¿Por qué?, ¿algún diario? ¿Cuál?
- 10) ¿Utilizan Ustedes computadoras? (*o, van a las cabinas de internet*) ¿para que las usan? ¿Tienen correo electrónico, Facebook, etc.? ¿Cómo aprendieron a usarlas?

PODER

(EXPLORAR E INDAGAR SOBRE LAS HABILIDADES DE LOS HOMBRES Y LAS MUJERES PARA LA TOMA DE DECISIONES SOBRE LOS RECURSOS MATERIALES, HUMANOS, INTELECTUALES Y FINANCIEROS Y EN LOS NIVELES PERTINENTES: FAMILIA, COMUNIDAD, ETC.)

- 1) Uno de los problemas en los hogares, es la violencia o agresión familiar en la pareja, con los hijos y también con los más ancianos (*los abuelos, padres de los padres*), ¿existe este problema en esta localidad? ¿Entre quienes se dan? ¿Qué se hace en esas circunstancias? ¿Dónde van?
- 2) ¿Hay mujeres que son Jefas de Familia? (*que están solas a cargo de su familia*) ¿Por qué pasa eso? Y, ¿también les pasa a los hombres? ¿Por qué?
- 3) ¿Quiénes son líderes/as de la comunidad? ¿Son más hombres? ¿Son más mujeres? ¿Por qué? ¿De qué organizaciones son lideresas las mujeres? ¿De qué son líderes los hombres?
- 4) ¿Qué piensan de las mujeres que tienen acceso a postular a cargos políticos? (*indagar sobre si hay en el grupo alguna mujer que lo ha hecho o si los hombres conocen alguna*) ¿Cómo le fue? ¿Qué pasó?
- 5) ¿Qué tipo de beneficios creen ustedes que les proporciona el proyecto? ¿hay diferencias entre los hombres y las mujeres? ¿En qué?
- 6) ¿En esta localidad las chicas se embarazan muy jóvenes? ¿Por qué?
- 7) ¿Piensan que hay acuerdo en las parejas para el momento de tener hijos?
- 8) ¿Si hay que llevar a los hijos al centro de salud, quién decide si va o no? ¿De qué depende?
- 9) ¿En los hogares, por lo general, quién toma las decisiones para las compras o en la administración del presupuesto? ¿Hay acuerdo entre la pareja para esto?
- 10) ¿Las mujeres solicitan permiso a sus parejas para ir a algún compromiso? (*de visita a la casa de sus padres, alguna reunión de organizaciones, para ir donde los/las amigos*)
- 11) ¿En algún momento han recibido charlas sobre los derechos del hombre y de la mujer? ¿Quién les ofreció esa charla? ¿Qué aprendieron? (*qué recuerdan*)

CULTURA

(EXPLORAR LOS ESTEREOTIPOS DE GÉNERO, POR EJEMPLO LAS CUALIDADES QUE SE LES ATRIBUYE A LOS HOMBRES Y LAS MUJERES, EN RAZÓN DE SU SEXO. ESTOS SON A MENUDO REFORZADOS POR LAS LEYES, POLÍTICAS Y PRÁCTICAS INSTITUCIONALES. LA FORMA EN CÓMO SON VISTOS/AS LOS/LAS HOMBRES Y MUJERES, PUEDE AFECTAR SU PARTICIPACIÓN EN EL PROYECTO).

- 1) ¿Ahora me gustaría conocer cuáles son las que ustedes consideran, por ejemplo, cualidades de los hombres (*registrar, anotar*) y, cuáles son las cualidades de las mujeres?
- 2) Y, ¿Cuáles son los defectos de los hombres y cuáles son los de las mujeres?
- 3) ¿Estas cualidades y defectos son importantes para las actividades del proyecto? ¿Por qué?
- 4) ¿Cuáles son las actividades que debe hacer una mujer y no debe hacer un hombre?
- 5) ¿Y, cuales son las actividades que debe hacer un hombre y no debe hacer una mujer?

ROLES

(EXPLORAR QUE HACEN LOS HOMBRES Y LAS MUJERES EN LAS ACTIVIDADES ECONÓMICO-PRODUCTIVAS, GENERALMENTE REMUNERADAS Y LA REPRODUCTIVA, NO REMUNERADA, ASÍ COMO EL TIEMPO QUE DEDICAN A LAS ACTIVIDADES COMUNALES. IDENTIFICAR POSIBLES LIMITACIONES A LA PARTICIPACIÓN EN LOS PROYECTOS DE DESARROLLO).

- 1) ¿En este proyecto quienes son los/las participantes los hombres o las mujeres? ¿Por qué? (*según participen los hombres o las mujeres preguntar:*) ¿Qué hacen los hombres (*o las mujeres*) si es que no participan, a qué se dedican?
- 2) ¿Cómo es el día de una mujer, desde que se levanta hasta que se acuesta?

- 3) Y ¿cómo es el día de los hombres? ¿Qué hacen ellos?
- 4) ¿Cuando se hacen obras o proyectos en la comunidad, quienes participan? ¿Qué hacen los hombres? ¿Qué hacen las mujeres? (indagar sobre las edades, alguna característica especial)
- 5) ¿Cuáles son las diferencias entre los hombres y mujeres cuando hablamos de posibilidades de estudiar, trabajar, ocupar un cargo importante en la comunidad? (Indagar)
- 6) ¿Hay diferencias en los **derechos** que tiene el hombre y los que tiene la mujer? (indagar que se conoce sobre los derechos)

NORMAS LEGALES

(AVERIGUAR SOBRE REGULACIONES Y NORMAS FORMALES E INFORMALES QUE TIENEN INSTITUCIONES PÚBLICAS PARA TOMAR DECISIONES. ÉSTAS INCLUYEN COMPORTAMIENTOS Y NORMAS RELACIONADAS CON RECURSOS HUMANOS, CONTRATACIONES Y DESPIDOS, ACOSO EN EL CENTRO DE TRABAJO, ETC., E IDENTIFICAR SI EXISTEN SESGOS DE GÉNERO IMPLÍCITOS O EXPLÍCITOS)

- 1) ¿Si una jovencita sale embarazada, continua acudiendo al colegio? ¿Por qué? ¿Qué pasa con el chico que la embarazó?
- 2) ¿Existen diferencias entre los pagos (*sueldos, salarios*) que reciben las mujeres y los hombres que realizan el mismo trabajo, por ejemplo, el técnico y la técnica de enfermería, hombres y mujeres que van a la cosecha de café (*cacao o cualquier otro cultivo propio de la zona*) ¿Por qué pasa eso? ¿Hay diferencias en las condiciones de trabajo? (horarios, tipos de contrato)
- 3) Usualmente, cuando se trata de ir a los campos de cultivo (*indicar el principal de la zona*) ¿a quienes contratan a hombres o a mujeres, a jóvenes o niños/as? ¿Por qué?
- 4) ¿Saben si hay una ley que habla sobre el número (**la cuota**) de mujeres y de hombres en las instituciones públicas? ¿Aquí se da eso?
- 5) ¿Si hay una denuncia por agresión sexual que hace la persona agredida?, ¿Donde acude? ¿Qué es lo que tiene que hacer?
- 6) ¿Qué dificultades encuentran las mujeres cuando acceden a cargos públicos y/o políticos (*liderazgos*)

CIERRE

Hemos llegado al final, pero antes de terminar quisiera preguntarles, ¿si les gustaría comentar algo más respecto a los diferentes temas que hemos conversado?

Les damos las gracias por sus opiniones, estamos seguras que estas servirán para que los resultados de las actividades del proyecto se vean mucho más fortalecidos.

APPENDIX 5: INFORMANT CONSENT FOR PARTICIPANTS TO FOCUS GROUPS

Propósito y antecedentes

El Gobierno Regional está trabajando intensamente en mejorar la situación social y económica de la población, razón por la cual está trabajando al lado de organizaciones comprometidas con el desarrollo integral de las personas. Por esta razón estamos realizando un pequeño estudio para conocer mejor cuales son las diferentes necesidades que tienen los hombres y mujeres que se encuentran participando en los diversos proyectos de desarrollo de esta región. A usted se le está solicitando sea parte de este grupo porque la organización que lleva a cabo actividades en el proyecto lo (la) ha convocado como un-a informante importante para este estudio.

Procedimientos

Si usted acepta participar en el estudio, será parte de un grupo de personas, participantes todas de proyectos sociales y económicos que se están llevando en la Región, especialmente en esta su localidad. Con este grupo haremos una sesión grupal, que es una conversación que se realiza con un grupo de seis a diez personas, quienes conversan sobre sus ideas y pensamientos sobre el trabajo que desarrollan, sus relaciones en la comunidad, cómo se toman decisiones en la comunidad y en el hogar, y como pasan los días los hombres y mujeres en esta localidad, entre otros temas que pueden ser de su interés. Quiero que sepa que **sus respuestas, opiniones e ideas son muy importantes para este trabajo que estamos haciendo.**

Riesgos e Incomodidades

Queremos solicitarle permiso para grabar la conversación que tengamos con el grupo, debido a que queremos prestar la mayor atención a lo que se está diciendo y no distraernos ni gastar tiempo tomando notas. Durante la sesión grupal usted puede sentirse incómodo-a respondiendo algunas preguntas frente a sus compañeros-as. Usted tiene el derecho de negarse a responder cualquier pregunta que desee. También usted puede abandonar el grupo cuando quiera. Usted no está obligado-a a participar en esta conversación, y no habrá ninguna consecuencia negativa si decidiera no participar. La participación en esta reunión podría acarrearle pérdida de privacidad. Sin embargo, la información que usted proporcione al estudio se guardará en **estricta confidencialidad**. Su nombre no será utilizado en ningún reporte o publicación que resulte de este estudio. Mantendremos todos los archivos protegidos con una clave o en armarios cerrados, y todas las grabaciones serán destruidas al final del estudio.

Beneficios

El beneficio para usted será el compartir sus opiniones y experiencias con otras personas, quienes también pueden tener información interesante y útil que ofrecer, y con las que usted, luego de finalizada esta reunión, puede establecer contacto y continuar brindándose apoyo mutuo en actividades conjuntas. Adicionalmente, conociendo esta información podemos sugerir a las personas que se encuentran implementando actividades del proyecto, las formas en que ustedes piensan podrían ser mejoradas y cómo lograr mejores resultados.

E. Reembolso

Usted recibirá un recuerdo simbólico y gratuito por haber sido parte de esta conversación grupal. También recibirá un monto de diez nuevos soles que reembolse el gasto efectuado en el transporte utilizado para llegar hasta aquí. Asimismo le ofreceremos un refrigerio en agradecimiento por el tiempo que ha destinado a esta reunión.

F. Alternativas

Usted puede elegir no participar en este estudio y como le he informado anteriormente, no generará efectos adversos a su persona. No le ofrecemos alguna alternativa, si es que no desea participar, respetaremos su decisión

F. Costos

No habrá costo alguno para usted como resultado de participar en este estudio.

G. Preguntas

Información sobre el Comité Institucional de Bioética:

Si usted tiene alguna pregunta sobre sus derechos como participante o sobre la ética del estudio, puede contactarse con el Dr. Salomón Zavala, presidente del Comité de Ética en Investigación de Prisma ONG (CIEI), al teléfono 616-5500 de lunes a viernes de 9 a 18 horas o acercarse a la Calle Carlos Gonzales Nro. 251, Urb. Maranga – Lima, 32. Un Comité de Ética está conformado por un grupo de personas de ámbitos científicos y no científicos que realizan una revisión inicial y permanente del estudio de investigación para mantener la seguridad y proteger los derechos de los participantes.

Si usted tuviera otras preguntas adicionales sobre el estudio o algún comentario sobre su participación, puede comunicarse con María Rosa Gárate, al teléfono 999706444

Consentimiento Firmado

LA PARTICIPACION EN ESTE ESTUDIO ES COMPLETAMENTE VOLUNTARIA.

Usted es libre de declinar participar en el estudio o de retirarse en cualquier momento. Se le dará una copia de este consentimiento, la cual usted podrá guardar.

Fecha

Firma del/de la participante

Fecha

Firma de la persona que solicita el consentimiento

APPENDIX 6: LIST OF INFORMANTS PER REGION

I. Región San Martín

NOMBRE DEL ENTREVISTADO	CARGO Y ORGANIZACIÓN	OD
Mario Ríos	Gerente de Medio Ambiente GORESAM	3
Adán Fabián Vergara	Especialista Área de Conservación del Medio Ambiente- GORESAM	3
Josefa Mesías Vásquez	Especialista en Educación de Gestión del Medio Ambiente - GORESAM	3
Nora Nieto	Gerente de Inclusión Social e Igualdad de Oportunidades- GORESAM	2
Ezequiel Berríos	Gerente de Desarrollo Económico - GORESAM	1
Máximo Hidalgo/ Jorge Ríos	Docentes - SUMA /PELA	2
Karina Ortiz Torres	Directora Regional Educación SUMA/PELA	2
Wilson Guerrero Villacorta	Director de Gestión Pedagógica SUMA/PELA	2
Ardiette Vásquez Pinedo	Directora UGEL Lamas - SUMA/PELA	2
Ower del Castillo Saboya	Director Gestión Pedagógica SUMA/PELA	2
Eugenia Sabina Aquino	Coordinadora Departamental PRODES III	2
Ángel Cárdenas Liria Cuesta	Coordinadores de CEDRO - INCLUSIÓN DIGITAL	1
Orlando Bardales	Presidente del Consejo Directivo CEPKO - Escuelas Activas	2
Grupos de Cacaoteras	GRUPO MISHKI	1
Bertila Mori	Grupos de Productores de cacao CADENAS DE VALOR	1
Lourdes Villegas	Lideresa de Productores de café CADENAS DE VALOR	1
Daniel Vásquez	Alianza Cacao Perú- CARANA	1
Marco Aurelio Saavedra	Technoserve	1
Mary Gutiérrez	Chocolatera - Technoserve	1
Anahí Dávila Rioja	Profesora Desarrollo Alternativo Technoserve	1
Chocolateras Exotic	Technoserve	1
Elizabeth Gómez	cacaotera - Technoserve	1
Ángel Pérez	Technoserve	1
Tito Jaime Hidalgo	Technoserve	1
Flor de Belén Angulo	Consejera Regional	2
Entrevista grupal	INCLUSIÓN DIGITAL	1
Liria Cuesta	Capacitadora Telecentro - Lamas - INCLUSIÓN DIGITAL	1
Cynthia Mongliardi	Miembro del Equipo Técnico de CIMA	3
Frank Oyola	Miembro del Equipo Técnico de CIMA	3

2. Región Loreto/Yurimaguas

NOMBRE DEL ENTREVISTADO	CARGO Y ORGANIZACIÓN	OD
Gladis Vila	Presidenta de Onamiap - SER (Consulta Previa)	3
Grupo de hombres	SER (Consulta Previa)- ORDEPIA	3
Grupos de Chicas futbolistas	Componente capital social	1
Roberto Orozco	Profesor de Educación Física - Componente capital social	1

3. Región Ucayali

NOMBRE DEL ENTREVISTADO	CARGO Y ORGANIZACIÓN	OD
Franz Tang Jara	Gerente de Conservación del Medio Ambiente Gobierno Regional	3
Patricia Seijas	Especialista Ambiental - Gerencia de Gestión del Medio Ambiente del Gobierno Regional	3
Sonia Ríos	Coordinadora de PRODES III	2
Oscar Melgarejo	Coordinador Perú Bosques	3
Entrevista grupal a Socios de Perú Bosques	PERU BOSQUES	3
Pedro Rivero	Director de la Dirección Regional de Educación - SUMA / PELA	2
Jenny Pajuelo	Directora de la UGEL Coronel Portillo - SUMA / PELA	2
Lord Salazar	Director Regional de Educación SUMA / PELA	2
Laura Mantilla	Jefa de la Oficina Zonal de Aguaytía - DEVIDA	1
Juana Tello	Facilitadora del Proyecto - ESCUELAS ACTIVAS CEPCO	2
Maestras y Maestros del Distrito de Campo Verde	ESCUELAS ACTIVAS	2
Deysi Luna	Coordinadora Regional de CEPCO - ESCUELAS ACTIVAS	2
René Pacaya Ipushima	Director de IE 64578 – CEPCO - ESCUELAS ACTIVAS	2
René Pacalla Ipushima	Director IE 64578 - CEPCO ESCUELAS ACTIVAS	2
Luis Pisco	Director Proyecto CEPCO - Escuelas Activas	2

Jeff Castillo	Coordinador de Telecentro de Campo verde - INCLUSIÓN DIGITAL	1
Jeff Castillo	Coordinador de Telecentro de Campo verde - INCLUSIÓN DIGITAL	1
Max Silva	ORAU, organización indígenas de AIDESSEP	3
Nicolás de la Cruz Baca	Defensoría del Pueblo	2
Verónica Collqui	Coordinadora CEDRO - INCLUSIÓN DIGITAL	1
Liz Kelia Flores	Centro Emergencia Mujer - CEM	2
Silvia Sandoval Anita Florián	Mesa de Derechos Sexuales y Reproductivos	2
Guiomar Seijas	Consultora Forestal	3
Miguel Safiano	Empresario Forestal de Consorcio Forestal Amazónico	3
Marcelo Gutiérrez	Coordinador Regional - CARANA ALIANZA CACAO PERÚ	1
Cecilia Hurtado	Coordinadora Regional del Movimiento Manuela Ramos	2
Foro: “Conociendo la propuesta del nuevo código del Niño, Niña y el Adolescente y sus Implicancias en Salud Sexual y Reproductiva del Adolescente Ucayalino”	Convocado por la Mesa de Derechos Sexuales y Reproductivos con la participación de la sociedad civil	2
Héctor Miranda	Presidente de Asociación de Agricultores	1
Ana Ayala	Asociación de Agricultores de Cacao	1

4. Región Madre de Dios

NOMBRE DEL ENTREVISTADO	CARGO Y ORGANIZACIÓN	OD
Bruno Sanguinetti	Director del Consorcio Madre de Dios, de la Universidad de Florida, bajo el Programa ICAA	3
Oscar Guadalupe	Coordinador de Asociación Huarayo responsable de los temas sociales (Pueblos Indígenas, Género, Trata)	3
Julia Quaedvlieg	Responsable del tema Género Consorcio Madre de Dios, de la Universidad de Florida, bajo el Programa ICAA	3
Jorge Diaz	Promotor de Recursos Naturales y Mitigación de Conflictos – CRS/ CEAS	3
Fanny Lombardi	Promotor de Recursos Naturales y Mitigación de Conflictos – CRS/ CEAS	3
Martín Ramírez	Promotor de Recursos Naturales y Mitigación de Conflictos – CRS/ CEAS	
Sara Hurtado	Coordinadora de la Asociación de Mujeres Empresarias de Madre de Dios - AMEMAD	3

Entrevista grupal	Asociación de Mujeres Empresarias de Madre de Dios - AMEMAD	3
Carmen Rosa Kameko Soria	Coordinadora Programa Pro Descentralización III	2
Rocío Sotomayor	Coordinadora Mesa de Género	3
Errol Olazábal	Comisión Regional Multisectorial Permanente Contra La Trata De Personas	3
Guimo Loayza Muñoz	Defensor del Pueblo	3
Ana Dariquebe	Coordinadora de Federación Nativa de Madre de Dios- FENAMAD	3
Luis Antonio Mejía	Gerente de Desarrollo Social del GR	3
Cecilia Arellano	Coordinadora Regional Perú Bosques	3
Milton Jiménez	Ingeniero Forestal – Perú Bosques	3
Esaú Vásquez	Ingeniero Forestal – Perú Bosques	3
Viviane Atahumán	Responsable Centro de Emergencia Mujer	3
Estrella		
Tania Romero	PROMSEX	3
Juan Pineda	Gerente de Municipalidad Provincial	3

5. Región Huánuco / Tingo María

INFORMANTE/ CARGO	ORGANIZACION	OD
César Santos	Jefe de Monitoreo y Evaluación Consultandes – NAV	I
Luz Elena Benítez	Especialista en Prevención del Consumo de Drogas - DEVIDA	I
Juan Luna	Jefe de la Oficina Zonal Tingo María - DEVIDA	I
Jessica Hermitaño	Encargada de Etapa Vida Adolescente - Hospital de Tingo María	I
Edgar Murga Velásquez	Profesor UGEL Leoncio Prado	I
Eulalia Fernández Orbezo	Regidora - Municipalidad Provincial de Leoncio Prado	I
Rosa Ballardo Japan	Encargada del CEM - Centro Emergencia Mujer	I
Miguel Arcayo	Jefe programa ONUDC – Tingo María	I
Patricia Tello	Especialista ambiental - Consultandes /NAV (Extensionistas)	I
Luz Follegatti	Especialista en Asociatividad- Consultandes / NAV (Extensionistas)	I
Silvia Alejandro	Extensionista de cacao- Consultandes /NAV	I
Visita Escuela de Campo	Grupo de Productores Palo de Acero	I
Diana Ingunza	Telecentro – Inclusión Digital	

APPENDIX 7: USAID PERU PROGRAM PORTFOLIO

DEVELOPMENT OBJECTIVE I

PROJECT AND IMPLEMENTING PARTNER	PROJECT OBJECTIVES	ACTION AND REGIONS: SAN MARTIN UCAYALI AND HUANUCO
<p>CEDRO [Information and Education Center for the Prevention of Drug Abuse]</p> <p>DIGITAL INCLUSION May 2012- May 2015</p> <p>“Achieving Peace and Security”</p>	<p>Increase connectivity and access to Information and Communication Technologies through Technology Centers for the Amazon Basin.</p> <p>Increase technology, economic-productive, and civic skills to support development processes through Technology Centers for the Amazon Basin.</p> <p>Promote the exchange of experiences and lessons learned between the private sector, public institutions, and the various organizations that promote the development of Peruvian youth, through the continuance of the OBRA initiative.</p>	<p><i>Technology Center for the Amazon Basin (Centros Tecnológicos para la Amazonia, CTAs);</i> <i>Line of support: OBRA: Youth partnerships;</i> Institutional Strengthening for sustainability. Create telecenters in adequate and central places. Have IT professors on staff and diversify schedules depending on customer service. Call on economically active population involved in alternative development work. With help from the Internet, facilitate technology knowledge to improve technique, seed care, and livestock-raising, seek markets, or promote products: improve economic income.</p>
<p>ACDI-VOCA</p> <p>February 2011 - September 2013</p> <p>“Strengthening cocoa’s [sic] value chain in Peru”</p>	<p>Improve the production of coffee to gain access to high-value markets.</p> <p>Increase productivity, thus increasing small producers’ income in order to support legal crops.</p> <p>Support producers in improving their organizations’ management and offer them technical assistance.</p> <p>Improve the competitiveness and sustainability of the Peruvian coffee industry.</p>	<p>Build the capacity of organized producers for trading coffee. Support with trademark registration (DIGEMID process) and health registration, to trade in domestic and export markets.</p>
<p>DCA</p> <p>Development Credit Authority</p>	<p>Facilitate access to capital with loans for Producer Associations and small companies.</p> <p>Create spaces for financial institutions to create the appropriate financial tools to</p>	<p>The Partnership for Development guarantees 50% of the loans offered through 4 financial entities: Caja Nuestra Gente, PROEMPRES, Caja Señor de Luren and Financiera EDYFICAR</p>

September 2010 - September 2017	build long-term relationships with Producer Associations and Small Companies.	Guarantee given up to 50% of 15 million dollars in the working capital and fixed investment loan fund of the 4 participating financial institutions. In the Jungle's financial market, there are 8,431 loans for a total of \$11,668,858, in 2013.
TECHNO SERVE October 2010 - October 2013 "Promoting economic development and prosperity"	Strengthen the cocoa and coffee value chains on the region of San Martín, through the strengthening of technical assistance, the creation of market relationships, and growth stimulation. Promote the development of business services providers, and the organizational and entrepreneurial capacity-building of producer groups, so that they can leverage high-value markets.	Improve agricultural practices; Strengthen producer associations. Develop relationships with high-value markets. Implement pilot jobs with the private sector, with the creation of small and medium-sized companies. Increase value-added support services for value chains.
GORESAM REGIONAL GOVERNMENT OF SAN MARTIN 3 years	Consolidate the ability of the Regional Government of San Martín (GORESAM) to engage in activities that will strengthen the institutionalization of development best practices. Support achievements in terms of licit crops in what used to be former coca plantation areas.	Increase reader learning in elementary school students in three rural districts where quality education is supported. Increase cocoa productivity and quality. Provide technical assistance to producers. Reduce the rate of child malnutrition by contributing with other interventions.
CARANA September 2012 – August 2016 Alianza Perú cacao "Alternative Crops"	Increase producer productivity, improve the relationship between market and cocoa producers. Increase access to financial loans by promoting the use of cutting-edge technology in order to compete in international markets.	CARANA brings together strategic partners in terms of marketing, studies, partnerships, companies, and investments to develop new strategic packages aimed at improving productivity. It attracts private investments to the country, taking into account environmental preservation and sustainable development. As of September 2013, it has 2,000 producers and seeks to develop 28,000 hectares of cocoa with an investment of \$ 36 million, during the post coca-crop eradication phase.

<p>UNODC</p> <p>July 2006 - January 2014</p> <p>“Alternative Crop”</p>	<p>The project aims to deter the possible return of coca cultivation in San Martín, Ucayali and Huánuco, thus directly affecting drug trafficking.</p> <p>Strengthen the region’s legal economy, by increasing small farmers’ access to high-value agricultural industries with ecological values.</p>	<p>It assists palm oil producing families with technical training to reforest lands degraded by coca cultivation. It teaches Good Agricultural Practices and agro-forestry, taking into account international standards. They work closely with government agencies to provide social services related to health and land titling.</p>
<p>CONSULTANDES</p> <p>September 2008 - June 2013</p> <p>“Achieving peace and security”</p>	<p>Reduce regulatory obstacles that affect the development of value chain.</p> <p>Generate public awareness in support of legal lifestyles.</p> <p>Build the Peruvian government’s capacity to effectively implement programs and provide services.</p>	<p>Provides technical assistance to DEVIDA, and to regional and local governments, strengthening their capacities to promote alternative development programs in pursuit of the reduction of coca cultivation.</p>

DEVELOPMENT OBJECTIVE 2

PROJECT AND IMPLEMENTING PARTNER	PROJECT OBJECTIVES	ACTIONS
<p>Mitigation of Conflict and Development of the Amazon Basin</p> <p><i>Implementer: Catholic Relief Services (CRS)</i></p> <p><i>Project Duration: 02/09/2011 – 02/08/2014</i></p>	<p>Prevent, control, and mitigate conflicts by strengthening the capacity of indigenous leaders to discuss, negotiate, and build consensus within and among indigenous communities, as well as with government officials and extractive industries.</p> <p>Achieve a greater number of stakeholders informed through the development of a reliable source of information and an independent monitoring of laws and agreements.</p> <p>This activity is carried out in four areas of the Amazon: Bagua, Amazonas; Río Tambo, Junin; Río Napo, Loreto; and Lamas, San Martín.</p>	<p>Training and technical assistance to indigenous communities, in order to build internal consensus and the skills necessary for dialogue and negotiation between these communities and other groups of interest.</p> <p>Dissemination of information through an Observatory of Conflicts called “Vigilante Amazónico.”</p>
<p>Use of Natural Resources and Mitigation of Conflicts in Indigenous Territories of Madre de Dios</p> <p><i>Implementer: Catholic Relief Services (CRS)</i></p>	<p>Strengthen the capacity of indigenous peoples, farmers, and small-scale mining workers to mitigate conflicts through the management of natural resources.</p> <p>Provide information about the mining formalization process in the region.</p>	<p>This activity works at the local level with civil society groups identified (seven native communities, five farmer associations and two organizations for small-scale miners - that encompass most of the miners in the area).</p>

<p><i>Project Duration:</i> 01/01/2012 – 12/31/2014</p>		<p>Increases local capacity to improve resource management and provides skills to mitigate and transform conflicts. It also provides information on the formalization of small-scale mining, and monitors conflicts and environmental impact, as well as natural resources uses and practices.</p>
<p>Support and Expansion of Methodology of Active Schools in Alternative Development Communities in San Martin and Ucayali</p> <p><i>Implementer: Centro de Estudios y Promoción Comunal del Oriente (CEPCO)</i> <i>Project Duration: 06/21/2012 – 12/20/2013</i></p>	<p>Continue providing technical assistance for the implementation of the methodology of <i>active schools</i> in 52 multi-grade schools in San Martin and 73 multi-grade schools in Ucayali (which were previously supported by USAID through the AprenDes and SUMA projects), as well as initiate this multi-grade support in 57 other rural schools located in Alternative Development Project communities in Ucayali.</p>	<p>Sustainably implement the methodology of <i>active schools</i> in the schools that participate in the Alternative Development Project. Implement strategies that will ensure the sustainability of improvements in the quality of education.</p>
<p>Responsible and Transparent Parliament</p> <p><i>Implementer: Asociación Civil Transparencia</i> <i>Project Duration: 06/08/12 – 06/07/14</i></p>	<p>Improve transparency, efficiency, and citizen-Congress relationships.</p>	<p>Strengthen the ability of Congress to communicate effectively with citizens and to collaborate with civil society organizations. Support the leadership of Congresswomen by working with the Roundtable of Parliament Women.</p> <p>Cooperate with the Special Committee for Strengthening Representation, to develop a reform agenda to strengthen the representation roles of Congress. Collaborate with the Ethics Commission to educate members of Congress about rules of official conduct.</p> <p>Provide technical assistance to political party groups to increase their cohesion.</p> <p>Advance with the electoral reform of Peru within the Congress.</p>
<p>Health Policies</p> <p><i>Implementer: Abt Associates, Inc.</i> <i>Project Duration:</i></p>	<p>Strengthen and expand the decentralization of the healthcare sector. Guarantee efficiency and fairness in the allocation of healthcare resources.</p>	<p>Provides technical assistance to guarantee the adequate funding of the sector, and improve regional budgeting and spending, and</p>

01/20/2010 – 12/11/2014	<p>Strengthen the capacity to analyze and gather health data.</p> <p>Design and implement a regional human resources planning and management system assigned for the healthcare sector.</p> <p>Ensure that the products and medical supplies are available in healthcare facilities.</p>	<p>promotes multi-annual investment plans in health.</p> <p>Supports the implementation of a broad-based system for planning and managing the health care workforce.</p> <p>Develops a healthcare information system and improves the skills of health managers to analyze and utilize available data.</p> <p>Provides technical assistance to improve managers' skills, in order to guarantee that medicines and supplies are purchased, stored, transported, and available at the right places pursuant to national standards.</p>
<p>Healthy Municipalities and Communities II</p> <p><i>Implementer: Management Sciences for Health</i></p> <p><i>Project Duration: 12/03/2010 – 12/02/2015</i></p>	<p>Improve maternal and infant health, family planning, and reproductive health in poor and excluded communities.</p>	<p>The activity supports the promotion of health by addressing determinants of health at the community level.</p> <p>Provides technical assistance to regional and local governments and to the private sector in the implementation of this approach, generating capabilities within key public and private institutions at the local, regional, and national levels.</p>
<p>Pro-Decentralization III</p> <p><i>Implementer: TetraTech-ARD</i></p> <p><i>Project Duration: 10/15/2012 – 10/14/2017</i></p>	<p>Contribute to the Government of Peru to improve decentralized management and the effective coordination of the State across all different levels of government and the institutions of the different sectors.</p> <p>Improve health, education, environmental, and support services to improve social conflict and disaster risk management.</p> <p>Mainstreaming of social inclusion, multiculturalism, and gender-equality approaches.</p>	<p>Promote public policies, or their refinement, based on successful experiences and models in the provision of public services that respond adequately to the [needs of the] population. Three expected intermediate outcomes are:</p> <p>Improve the legal policy framework.</p> <p>Support sub-national governments so that they will develop more efficient procedures.</p> <p>Improve transparency and citizen participation mechanisms.</p>
<p>Support to Basic Education Quality Reform (SUMA)</p>	<p>Provide technical assistance to the government of Peru at the national and sub-national levels to improve the quality of basic education in disadvantaged areas of the country.</p>	<p>It will provide technical assistance to the Ministry of Education, to five regional governments, and to the National Education Council, to achieve the following:</p>

<p><i>Implementer: Family Health International (FHI)</i> <i>Project Duration: 09/01/2009 – 12/31/2013</i></p>	<p>Support systemic reforms rather than the direct provision of services. The program seeks to support decentralized education management and improved teaching quality.</p>	<ol style="list-style-type: none"> 1. Improvements in the decentralization policy and institutional framework; 2. More robust teacher training and professional development; 3. Support of educational best practices; 4. Use the methodology of Active Schools in alternative development communities; 5. Improvements in policy-related dialogue and civic engagement.
<p>Promoting Justice and Integrity in Public Administration (Pro-Integrity)</p> <p><i>Implementer: Tetra Tech-DPK</i> <i>Project Duration 02/15/2013 - 02/14/2016</i></p>	<p>This activity supports the implementation of the new Code of Criminal Procedure in Peru, specifically in cases of corruption. The project will increase the capacity of the judicial system to combat corruption and make government officials and institutions accountable for the achievement of three main outcomes:</p> <ol style="list-style-type: none"> 1) an increase in the capacity of the judicial systems of Lima, Callao and the Peruvian Amazon regions to resolve cases of corruption; (2) that the Judiciary be in a better position to deal with internal corruption; and (3) civil society engagement, strengthening the capacity of the judicial system to combat corruption. 	<p>Specialized training, tools and technical assistance will be provided to:</p> <ul style="list-style-type: none"> - increase the capacity of judges, prosecutors and lawyers to investigate, manage and resolve cases of corruption, - strengthen the capacity of the staff of the Internal Control Office of the Judiciary (<i>Oficina de Control Interno del Poder Judicial, OCMA</i>) to investigate internal corruption; - promote efficient, effective, and transparent models for improving courts' and prosecutors' offices management; - provide support to the Special Commission for the Implementation of the Code of Criminal Procedure and its Technical Secretariat, dependent on the Ministry of Justice.

DEVELOPMENT OBJECTIVE 3

PROJECT AND IMPLEMENTING PARTNER	PROJECT OBJECTIVES	ACTIONS
<p>Strengthening the Capacity of the Ministry of the Environment to Implement the Environmental Chapter of the</p>	<p>USAID supports MINAM to meet the environmental challenges related to environmental management and conservation of natural resources, including forests in the rain forest. This contributes to mitigate the impact of climate change in Peru, and MINAM will work with local and regional Governments, native communities and other organizations. This assistance</p>	<p>USAID supports MINAM in implementing the following activities:</p> <p>Carrying out inventories of the population, scientific studies, technical analysis, etc., to strengthen MINAM's capacity as Scientific Authority of the Convention on International</p>

<p>US-Peru Free Trade Agreement</p> <p><i>Ministry of the Environment (MINAM)</i></p>	<p>will also be used to develop tools that generate funds in the carbon market, for forest conservation and climate change mitigation.</p>	<p>Trade in Endangered Species of Wild Fauna and Flora (CITES). Creating a tool to assign economic value to environmental services and introducing a payment, as a key component of the Peruvian strategy to Reduce Emissions from Deforestation and Forest Degradation (REDD). Developing and executing new environmental management instruments to support the National Environmental Impact Assessment System (<i>Sistema Nacional de Evaluación del Impacto Ambiental, SEIA</i>). Supporting the National Forest Conservation Program for Climate Change Mitigation. Strengthening local environmental management, by providing technical assistance to municipalities while they develop their capacities for environmental management and public investment in solid waste projects.</p>
<p>Environmental Management and Support to Forest Governance (Perú Bosques)</p> <p><i>Chemonics International, Inc.</i></p>	<p>Strengthen forest governance and institutions: supports the strengthening of the regulatory framework for the forestry sector, contributing to the strengthening of the national and regional institutions that implement it.</p> <p>Improve forest management and conservation: promotes the adoption of improved forest management and protection practices through technical and financial assistance.</p> <p>Promote economic growth: provides training to develop a new forest economy that will expand opportunities based on the sustainable use of products and services of the Amazon forest.</p>	<p>By providing technical and logistical support to the General Directorate of Forestry and Wildlife for the drafting of the regulations of the new Forestry and Wildlife Act (<i>Ley Forestal y de Fauna Silvestre</i>).</p> <p>By providing equipment and technical support to strengthen national and regional public forestry agencies.</p> <p>By working with dealers and native communities to improve forest management and promote forest conservation.</p> <p>By supporting the strengthening of micro and small entrepreneurs that use forest products through training, technical assistance, and consultancy so that they have</p>

		access to national and international markets.
<p>Forest Certification in the Peruvian Amazon: A Public-Private Partnership of Civil Society</p> <p>WWF Peru</p>	<p>Promote the responsible administration of forests and trade based on international best practice standards.</p> <p>Demonstrate that through good practices and proper forest management, it is possible to directly contribute to sustainable economic growth that will benefit both the population and companies.</p>	<p>They work with:</p> <ul style="list-style-type: none"> - Private companies (forests concessions and industries) and with communities to improve the planning of forest resource administration through the implementation of chain-of-custody and forest certifications. - Government authorities at the national, regional and local levels to promote cooperation among multiple forest management stakeholders. - Local and international buyers to develop local industries, including primary and secondary processing, construction companies, architects, and craftsmen.
<p>Initiative in the Peruvian Forest Sector</p> <p>USDA Forest Service</p>	<p>It seeks to build a solid institutional and technical foundation at the national and local levels that will allow the conservation and effective, decentralized, participatory, transparent, and sustainable management of forest ecosystems and their biodiversity. It seeks this goal in collaboration with strategic partners in Peru and with the United States Forest Service.</p>	<p>The Forest Service provides technical assistance to the initiative for a period of five years, in coordination with USAID, the State Department and the Department of Commerce. Experts come to Peru for two-week and/or six-month periods, in addition to consultants who come for shorter periods to train and provide technical assistance. The areas of work include:</p> <ul style="list-style-type: none"> Institutional strengthening for the management of forests and protected areas Law enforcement Concessions management Chain of custody and information systems management Development of forest activities in communities Legal verification Forest inventory
<p>Madre de Dios Consortium</p>	<p>Contribute to the consolidation of environmental management in Madre de</p>	<p>The Initiative for Conservation in the Andean Amazon (ICAA) is a</p>

<p>The Madre de Dios Consortium, in the framework of USAID's Initiative for Conservation in the Andean Amazon (ICAA), implements, at landscape scale, regional conservation efforts, proposing solutions to the threats to the Amazonian biome.</p> <p>The Consortium is made up of: University of Florida (UF) Woods Hole Research Center (WHRC) Special Madre de Dios Project of the Regional Government of Madre de Dios (Proyecto Especial Madre de Dios del Gobierno Regional de Madre de Dios, PEMD - GOREMAD) Universidad Amazónica de Madre de Dios (UNAMAD) Futuro Sostenible (FS)</p>	<p>Dios through a cooperative approach among universities, governmental organizations, and non-governmental organizations.</p> <p>It promotes research, capacity-building, and commitments toward the development of public policies that promote conservation and sustainable management of natural resources.</p> <p>Specific objectives: Mitigate the environmental impact caused by mining activities, recovering areas degraded by this industry. Contribute to improving the environmental management of the Inambari and Tambopata watersheds, as well as the areas around the road axis. Strengthen society's capacity to adapt to the effects of climate change.</p>	<p>long-term regional program created by the US Agency for International Development (USAID) that combines and integrates the efforts of over 30 local and international partner organizations, to strengthen Amazon biome conservation in Colombia, Ecuador and Peru.</p> <p>The second phase of the ICAA is being developed from 2011 to 2016, and its goal is: to conserve the Amazon biome in Colombia, Ecuador, and Peru. For that purpose, its objectives are: 1) to contribute to the reduction of the rate of deforestation and loss of biodiversity; 2) to make key aspects of natural resources governance work more effectively; and 3) to improve the quality and the sustainability of the livelihoods of Amazonian people.</p>
<p>Use of Natural Resources and Mitigation of Conflicts in Indigenous Territories of Madre de Dios</p> <p>Episcopal Commission for Social Action (<i>Comisión Episcopal de Acción Social, CEAS</i>)</p>	<p>Indigenous peoples, farmers and miners, participate in conflict transformation processes</p>	<p>The project works with three stakeholders: Native Communities, Agricultural Associations, and artisanal miners, all of which overlap in these areas.</p>
<p>Conservation of the Cordillera Azul</p> <p>CIMA</p>	<p>The REDD Project of the Cordillera Azul National Park (<i>Parque Nacional Cordillera Azul, PNCAZ</i>) protects a vast intact area of tropical montane forest remaining in Peru. The PNCAZ is located in the Eastern foothills of the Andes at this latitude, and covers parts of seven provinces in four departments of Peru: San Martín, Ucayali, Huánuco, and Loreto.</p> <p>The main objective of the project is to prevent deforestation in the PNCAZ</p>	<p>Main lines of action: Strengthen the park protection strategy. Use a participatory model for involving local communities and other stakeholders in the management and financial sustainability of the Park. Build local capacity for sustainable use of the land and improve the quality of life of the communities within the buffer zone.</p>

<p>Recovery of Biodiversity in 8 Quechua communities and 16 Aguajún communities</p> <p>San Martín Regional Government</p>	<p>Cordillera Escalera, ecological economic zoning, recovery of degraded areas in the buffer zone of the Rio Abigeo National Park, Sustainable Management of the Piasaba Palm tree.</p>	<p>It has four components: Reforestation with native species under agroforestry systems; Generation of green supply chains with reforestation and medicinal plants management; Land use organization: ethno zoning that seeks to create conditions for sustainable population growth, and capacity-building for leader identification.</p>
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APPENDIX 8: LEGAL AND NORMATIVE FRAMEWORK FOR GENDER EQUITY

A nivel Internacional:

- Convención sobre la Eliminación de todas las formas de Discriminación contra la Mujer – CEDAW (1979 y ratificada por el Perú en 1995). Resuelve adoptar las medidas necesarias para suprimir la discriminación en todas sus formas y manifestaciones. El Perú está exigido de presentar cada cuatro años un informe a la ONU sobre la situación en que se encuentra las políticas públicas nacionales, regionales, locales y sectoriales con respecto a la reducción de las brechas de género. Este informe es presentado por el MIMP como ente rector, También se da opción a la sociedad civil de los países miembros a presentar su informe al respecto
- Recomendación 165 de la OIT (1985) se aplica a los trabajadores y trabajadoras con responsabilidades hacia los hijos a su cargo, cuando tales responsabilidades limiten sus posibilidades de prepararse para la actividad económica y de ingresar, participar y progresar en ella.
- Convenio OIT N° 169 sobre pueblos indígenas y tribales en países independientes (1989) Los gobiernos deberán asumir la responsabilidad de desarrollar, con la participación de los pueblos interesados, una acción coordinada y sistemática con miras a proteger los derechos de esos pueblos y a garantizar el respeto de su integridad.
- Declaración y Programa de Acción de Viena (1993) de promoción y protección de los derechos humanos de las mujeres. Hace explícito por primera vez que los derechos de las mujeres son derechos humanos.
- Convención Interamericana para Prevenir, Sancionar y Erradicar la Violencia contra la Mujer - Belém Do Pará (1994). Prevé mecanismos regionales de protección comparables a la Convención Interamericana de Derechos Humanos. Reconoce que la violencia de género perpetrada ó tolerada por los agentes del Estado o personas particulares constituye una grave violación a los derechos humanos, y por tanto los Estados tienen la responsabilidad de castigarla, prevenirla y erradicarla. Define como violencia contra la mujer, cualquier acción o conducta, basada en su género.
- Programa de Acción sobre Población y Desarrollo. Conferencia Internacional sobre Población y Desarrollo. El Cairo. (1994) Reconoce la vigencia de los derechos sexuales y reproductivos, como integrantes de los derechos humanos.
- Programa de Acción Regional sobre Mujer de América Latina y el Caribe, CEPAL. (1994). Plantea crear y fortalecer mecanismos de cumplimiento del Estado a las convenciones internacionales que garanticen el adelanto de las mujeres. Insta a los gobiernos a institucionalizar y transversalizar la perspectiva de género en los más altos niveles de la planificación.
- Plataforma de Acción sobre la Mujer. IV Conferencia Mundial sobre la Mujer. Beijing, 1995. Aborda 12 esferas de especial atención para el adelanto de las mujeres. Beijing+5, reitera la necesidad de crear mecanismos nacionales para la integración de la perspectiva de género en las políticas, programas, proyectos de Estado, legislación y en las estrategias de intervención, con la participación de la sociedad civil y cooperación internacional.
- Estatuto de Roma de la Corte Penal Internacional (1998) Define el término género como la referencia a los dos sexos, masculino y femenino en el contexto de la sociedad. Reconoce como

crimen de lesa humanidad, la violación sexual, esclavitud sexual, prostitución forzada, embarazo forzado, esterilización forzada o cualquier otra forma de agresión sexual de gravedad comparable, así como la esclavitud, el tráfico de personas en especial de mujeres y niños, siempre que los delitos enumerados consistan en un ataque generalizado contra una población civil. Con respecto a la composición de la Corte señala la necesidad de que exista representación equilibrada de magistrados mujeres y hombres

- Declaración del Milenio de las Naciones Unidas y los Objetivos de Desarrollo del Milenio, aprobada en la Cumbre del Milenio de Naciones Unidas (2000). Prioriza ocho objetivos de desarrollo interconectados en una agenda global, a los cuales se les denomina Objetivos de Desarrollo del Milenio (ODM). El ODM 3 es promover la igualdad entre los sexos y la autonomía de la mujer.
- Consenso de Montevideo, 15 de agosto del 2013. Primera Reunión de la Conferencia Regional sobre Población y Desarrollo de América Latina y el Caribe. Integración plena de la población y su dinámica en el desarrollo sostenible con igualdad y enfoque de derechos: clave para el Programa de Acción de El Cairo después de 2014.

A nivel Nacional:

- El Acuerdo Nacional suscrito el 05/03/2002. Tiene como Décimo primera Política de Estado: Equidad y Justicia Social. Promoción de la Igualdad de Oportunidades sin Discriminación. Compromiso de dar prioridad efectiva a la promoción de la igualdad de oportunidades, reconociendo que en nuestro país existen diversas expresiones de discriminación e inequidad social, en particular contra la mujer, la infancia, los adultos mayores, las personas integrantes de comunidades étnicas, los discapacitados y las personas desprovistas de sustento, entre otras.
- Ley 27558 - Ley de Fomento de la Educación de las Niñas y Adolescentes Rurales (2001). En los Art. 8, 12, 25 y 27 prevén los objetivos y acciones de implementación de la equidad de género en la educación rural.
- La Ley N° 28983 de Igualdad de Oportunidades (LIO) entre mujeres y hombres tiene por objeto establecer el marco normativo, institucional y de políticas públicas en los ámbitos nacional, regional y local, para garantizar a mujeres y hombres el ejercicio de sus derechos a la igualdad, dignidad, libre desarrollo, bienestar y autonomía, impidiendo la discriminación en todas las esferas de su vida, pública y privada, propendiendo a la plena igualdad.
- Plan Nacional de Igualdad de Oportunidades entre Mujeres y Hombres 2000-2005
- Plan Nacional de Igualdad de Oportunidades entre Mujeres y Hombres 2006-2010
- El Plan Nacional de Igualdad de Género 2012-2017: Es un instrumento de política pública para implementar lo dispuesto por la Ley de Igualdad de Oportunidades entre mujeres y hombres; y en general, para dar cumplimiento a los mandatos nacionales e internacionales en materia de igualdad, de tal manera que el Perú logre el desarrollo inclusivo con igualdad y no discriminación para el conjunto de su población. Es concebido bajo el paraguas normativo de la LIO, cuyo Artículo N° 4, referido al Rol del Estado, establece la necesidad de implementar políticas públicas bajo una perspectiva de género⁹².

⁹² Ley 28983, Artículo 4°.- Es rol del Estado, para los efectos de la presente Ley:

El Plan Nacional de Igualdad de Género desarrolla ocho objetivos estratégicos para alcanzar la igualdad de género en aquellos ámbitos en los que la desigualdad perjudica especialmente a las mujeres dificultando su acceso a oportunidades de desarrollo, para los que se establecen **60 resultados de política respecto de los cuales tienen responsabilidad distintas entidades del sector público: Ministerios, Gobiernos Regionales y Locales, Organismos Constitucionales Autónomos, entre otros.**

- Plan Nacional contra la violencia hacia la Mujer 2009 - 2015: Busca mejorar la intervención estatal en los niveles de gobierno nacional, regional y local, en colaboración con la sociedad civil y el sector privado para enfrentar exitosamente el problema de la violencia hacia la mujer.
- Otros documentos relacionados a nivel nacional:

Informes de la Defensoría del Pueblo

- Primer reporte sobre el Cumplimiento de la Ley de Igualdad de Oportunidades entre Mujeres y Hombres, 2007
- Segundo reporte sobre el Cumplimiento de la Ley de Igualdad de Oportunidades entre Mujeres y Hombres, 2008
- Tercer reporte sobre el Cumplimiento de la Ley de Igualdad de Oportunidades entre Mujeres y Hombres, 2009
- Cuarto reporte sobre el Cumplimiento de la Ley de Igualdad de Oportunidades entre Mujeres y Hombres, 2011
- Quinto reporte sobre el Cumplimiento de la Ley de Igualdad de Oportunidades entre Mujeres y Hombres, 2012
- Registro de información de feminicidios del Observatorio de Criminalidad del Ministerio Público
 - El Ministerio Público aprobó en 2009 el registro de información de homicidios de mujeres cuando el presunto homicida sea la pareja o ex-pareja de la víctima.
 - Homicidio y feminicidio en el Perú: Setiembre 2008 - Junio 2009
 - Registro del Feminicidio del Ministerio Público: Enero a Diciembre 2009
 - Registro del Feminicidio del Ministerio Público: Enero a Diciembre 2010
 - El Feminicidio en el Perú según distritos: Enero a Octubre 2010
 - Registro del Feminicidio del Ministerio Público: Enero a Diciembre 2011

A Nivel Regional:

San Martín:

- La Ordenanza Regional 016-2011 – GRSM – CR aprueba El Plan Regional de Igualdad de Oportunidades de San Martín 2011-2014 y encarga la responsabilidad de su cumplimiento a la Gerencia de Desarrollo Social del Gobierno Regional; tiene como visión que al 2015, los

- Promover y garantizar la igualdad de oportunidades entre mujeres y hombres, adoptando todas las medidas necesarias que permitan remover los obstáculos que impiden el ejercicio pleno de este derecho, con el fin de erradicar todas las formas de discriminación.

- Adoptar medidas de acción positiva de carácter temporal, encaminadas a acelerar la igualdad de hecho entre la mujer y el hombre, las que no se considerarán discriminatorias.

-Incorporar y promover el uso de lenguaje inclusivo en todas las comunicaciones escritas y documentos que se elaboren en todas las instancias y niveles de gobierno.

hombres y mujeres de la Región San Martín cuentan con condiciones favorables para el ejercicio de sus derechos económicos, sociales, culturales, políticos, ambientales y recreativos en igualdad de oportunidades, permitiéndoles su desarrollo pleno e integral, en un contexto de paz social y define como Ejes Estratégicos prioritarios a trabajar: Transversalidad, Empoderamiento y participación sociopolítica de las mujeres, Conciliación y corresponsabilidad y Violencia contra las mujeres.

- La Ordenanza N° 005-2013-GRSM-CR institucionaliza la Transversalización del Enfoque de Género en todas las áreas y en todos los procesos de la gestión del Gobierno Regional de San Martín, con el objeto de dar orientaciones a las autoridades y funcionarios/as en el diseño, implementación, monitoreo y evaluación de normas y políticas, programas o proyectos que busque el logro de la Igualdad de Género y la No Discriminación de Mujeres y Hombres en la Región San Martín, asimismo encarga a la Presidencia del Gobierno Regional de San Martín su aplicación obligatoria en todas las Gerencias Regionales, Direcciones Regionales, Unidades Ejecutoras; además encarga a la Gerencia Regional de Desarrollo Social su cumplimiento y monitoreo y finalmente encarga a la Oficina de Relaciones Públicas e Imagen Institucional la difusión de los indicadores de género propuestos por la misma ordenanza.

Ucayali:

- La Ordenanza Regional N° 002-2009-GRU/CR, aprueba el Plan Regional de Igualdad de Oportunidades entre Mujeres y Hombres 2009-2013, PRIO-U, dispone que el Gerente General Regional cumpla con la implementación y transversalidad del plan Regional de Igualdad de Oportunidades de Mujeres y Hombres 2009-2013 en los contenidos de documentos y prácticas de gestión, planes, programas y normas que se elaboren tanto en la Sede del Gobierno regional de Ucayali, en las direcciones regionales sectoriales y en los demás sectores dependientes del Gobierno Regional, asimismo constituye una Comisión de seguimiento y evaluación del Plan Regional de Igualdad de Oportunidades en línea de coordinación con la Gerencia General Regional.
- La Ordenanza Regional N° 005-2013-GRU/CR ordena crear el Consejo Regional de la Mujer - Género de la Región Ucayali - CRMG - GRU, como instancia de coordinación del Gobierno Regional de Ucayali, con el objetivo de concertar, coordinar y formular propuestas de políticas públicas, normas, programas, planes, proyectos y acciones concretas, conducentes a resolver la problemática de la mujer, con prioridad en las zonas rurales y alejadas de la región.

Otras normas que garantizan el derecho a la igualdad entre mujeres y hombres son las siguientes:

- Ley Orgánica del Poder Ejecutivo - Ley N° 29158, publicada el 20 de diciembre de 2007.
- Ley de Organización y Funciones del Ministerio de la Mujer y Poblaciones Vulnerables– Decreto Legislativo N° 1098, publicada el 20 de enero de 2012.
- Ley Orgánica de Gobiernos Regionales - Ley N° 27867, publicada el 18 de noviembre de 2002 y sus modificatorias.
- Ley Orgánica de Municipalidades - Ley N° 27972, publicada el 27 de mayo de 2003.
- Ley General del Sistema Nacional de Presupuesto - Ley N° 28411, publicada el 08 de diciembre de 2004 y sus modificatorias.
- Ley de Partidos Políticos - Ley N° 28094, publicada el 01 de noviembre de 2003.

- Ley de Fomento de la Educación de las Niñas y Adolescentes Rurales - Ley N°27558, publicada el 31 de octubre de 2001.
- Ley que fomenta la reinserción escolar por embarazo - Ley N° 29600, publicada el 15 de octubre de 2010.
- Texto Único Ordenado de la Ley N° 26260, Ley de Protección contra la Violencia Familiar, publicado el 27 de junio de 1997.
- Ley de Prevención y Sanción del Hostigamiento Sexual- Ley N° 27942, publicada el 27 de febrero de 2003 y sus modificatorias.
- Ley que modifica el artículo 107 del Código Penal, incorporando el feminicidio -Ley N° 29819, publicada el 27 de diciembre de 2011.
- Ley contra la Trata de Personas y el Tráfico Ilícito de Migrantes - Ley N° 28950, publicada el 16 de enero de 2007 y su Reglamento el D.S.N°007-2008-IN, publicado el 30 de noviembre de 2008.
- Ley que concede el derecho de licencia por paternidad a los trabajadores de la actividad pública y privada - Ley N° 29409, publicada el 20 de septiembre de 2009.
- Ley de los trabajadores del hogar - Ley N° 27986, publicada el 03 de junio de 2003.
- Ley que incluye el trabajo no remunerado en las cuentas nacionales - Ley N° 29700, publicada el 04 de junio de 2011.
- Ley que modifica el artículo 2 de la Ley N° 28457, Ley que regula el proceso de filiación judicial de paternidad extramatrimonial - Ley N° 29715, publicada el 21 de junio de 2011.

Adicionalmente, existen normas que desarrollan o refuerzan el mandato constitucional de igualdad y no discriminación. Entre ellas:

- La Directiva N° 001 – 2011- EF 50.01, “Para la programación y formulación del presupuesto del Sector Público”, aprobada por Resolución Directoral N° 002-2011-EF/50.01, publicada el 09 de junio de 2011, cuyo artículo 38 dispone “que los diversos niveles de gobiernos y sectores, en el marco de la Ley N° 28983 y la Ley N° 29083, deben identificar brechas de género como un criterio que permita determinar la asignación de recursos para el logro de sus objetivos institucionales”.
- Decreto Supremo N° 027-2007-PCM, publicado el 25 de marzo de 2007, que define y establece las Políticas Nacionales de obligatorio cumplimiento para las entidades del Gobierno Nacional, entre ellas la política de igualdad de hombres y mujeres.
- Decreto Supremo N° 009-2006-MIMDES, publicado el 26 de agosto de 2006, dispone la implementación de lactarios en instituciones del Sector Público donde laboren veinte o más mujeres en edad fértil.
- Decreto Supremo N° 004-2008-MIMDES, publicado el 04 de abril de 2008, precisa que los estatutos de todas las organizaciones jurídicas sin fines de lucro, deberán adecuarse a las normas de la constitución y de las leyes relativas a la igualdad jurídica del varón y la mujer.
- En términos de compromiso político con la igualdad de género, el Estado peruano adoptó en el año 2002, el Acuerdo Nacional, cuya décimo primera política de Estado establece la promoción de la igualdad de oportunidades sin discriminación.

APPENIX 9: GENDER EXPERTS IN PERU

Nombre	Descripción	Datos de Contacto
Equipo Consultor: Evaluación Género Portafolio de Programas USAID		
María Rosa Gárate	Líder del Equipo Consultor de la Evaluación: Analizando Género para asegurar el Desarrollo Sostenible - Evaluación del Portafolio de Programas de USAID/Perú.	Correo electrónico: mrgarate@amauta.rcp.net.pe garatemariarosa52@gmail.com Teléfono: 51-1-4756002 Cel: 51- 999706444
Miriam Rojo Silva	Equipo Consultor de la Evaluación: Analizando Género para asegurar el Desarrollo Sostenible - Evaluación del Portafolio de Programas de USAID/Perú.	Correo electrónico: mielrosi@gmail.com Celular: 990 980 063 RPM: # 595155
Rosa del Carmen Vílchez Cáceres	Equipo Consultor de la Evaluación: Analizando Género para asegurar el Desarrollo Sostenible - Evaluación del Portafolio de Programas de USAID/Perú.	Correo electrónico: rosadelcarmenvc@yahoo.com Celular: 999878114
Mariela Rodríguez Queneche	Equipo Consultor de la Evaluación: Analizando Género para asegurar el Desarrollo Sostenible - Evaluación del Portafolio de Programas de USAID/Perú.	Correo electrónico: mariela_rq@yahoo.es Celular: 990 202 506
Beatriz Alvarado	Equipo Consultor de la Evaluación: Analizando Género para asegurar el Desarrollo Sostenible - Evaluación del Portafolio de Programas de USAID/Perú.	Correo electrónico: balvarado1@yahoo.com
ONG Feministas en el Perú		
DEMUS - Estudio para la Defensa de los Derechos de la Mujer	Organización feminista peruana que enfrenta el machismo, la misoginia, la lesbofobia, el racismo y toda forma de discriminación y violación de los derechos de las mujeres.	Directora: Jeannette Llaja Correo electrónico: jeannette@demus.org.pe. Dirección: Jirón Caracas 2624 - Jesús María, Lima - Perú. Teléfonos: (511) 4638515 / 4631236 / 4600879. Sitio web: http://www.demus.org.pe/
Manuela Ramos	Organización feminista peruana sin fines de lucro que desde 1978 trabaja para mejorar la situación y posición de las mujeres.	Directora: María Elena Reyes Meléndez Correo Electrónico: postmast@manuela.org.pe Dirección: Av. Juan Pablo Fernandini 1550, Pueblo Libre. Teléfono: 4238840.

		Sitio Web: http://www.manuela.org.pe
Flora Tristán	Institución feminista que fue creada en 1979 como una asociación civil sin fines de lucro. Tiene como misión “combatir las causas estructurales que restringen la ciudadanía de las mujeres y/o afectan su ejercicio. En consecuencia se propone incidir en la ampliación de la ciudadanía de las mujeres y en las políticas y procesos de desarrollo para que respondan a criterios y resultados de equidad y justicia de género”.	Directora Ejecutiva: Liz Meléndez López. Dirección: Parque Hernán Velarde N° 42. Lima I. Perú Correo Electrónico: postmast@flora.org.pe Telf: 433-2000, 433-0694, 433-2765. Sitio Web: http://www.flora.org.pe
Movimientos Sociales en el Perú		
Movimiento Homosexual de Lima	Tiene como misión contribuir a la construcción de una sociedad libre, justa y equitativa que permita y promueva el desarrollo de todas las personas sin ninguna forma de discriminación, exclusión, especialmente de aquellas basadas en la orientación sexual ó identidad de género.	Directora Ejecutiva: Verónica Ferrari. Correo Electrónico: vferrari@mhof.org.pe Sitio Web: http://www.mhof.org.pe
Red Peruana de Masculinidades	Colectivo integrado por personas y organizaciones peruanas que buscan contribuir en el desarrollo , investigación y difusión del tema de las masculinidades, realizando también incidencia y vigilancia para la incorporación del enfoque de las masculinidades en las políticas públicas relacionadas a salud sexual y reproductiva y la violencia de género.	Dirección: Mariscal Miller 828, Jesús María Lima 12 Lima. Correo Electrónico: red.peruana.de.masculinidades@gmail.com Sitio web: http://rpmasc.blogspot.com
ONG con presencia en las zonas de Intervención, que desarrollan trabajo en temas de género		
PROMSEX	Organización no gubernamental feminista, conformada por hombres y mujeres, profesionales y activistas, que busca contribuir a la vigencia de la integridad y dignidad de las personas en el acceso a la salud sexual y reproductiva, la justicia y la seguridad humana, a través de la incidencia política, de la generación de conocimiento y de la articulación con otras organizaciones de la sociedad civil. Cuenta con proyectos de intervención en Madre de Dios, ha desarrollado una investigación: En Madre de	Susana Chávez Presidenta del Consejo Directivo. Dirección: Av. José Pardo 601 oficina 604, Miraflores, Lima - Perú Teléfono: (+51 1) 447-8668 Email: postmast@promdsr.org

	Dios lo único que brilla es el oro: consideraciones sobre el impacto de la trata para la explotación laboral y sexual comercial en la salud de niñas, niños y adolescentes víctimas en el contexto de la minería ilegal	
SaveThe Children	Save the Children es una organización no gubernamental independiente con más de 30 años de presencia en el Perú cuya labor es trabajar por la defensa y promoción de los derechos de los niños, niñas y adolescentes, tiene presencia en Loreto, San Martín y Madre de Dios en temas relacionados a la explotación infantil.	Lennart Reinius. Director de País Teléfono: (51-1) 422-9292 Fax: (51-1) 440-1462 E-mail: info.peru@savethechildren.org Dirección: Calle La Santa María N° 120. San Isidro, Lima, Perú
PRODEMU - Promoción y Desarrollo de la Mujer	La Asociación PRODEMU es facilitadora y referente reconocida de propuestas de la participación activa consciente e informada de las mujeres y hombres para la defensa de los derechos de la mujer, juventud, adolescencia y niñez. Promueve la construcción de una sociedad justa, equitativa, solidaria y de respeto al medio ambiente, con institucionalidad democrática y participativa y el fortalecimiento de las organizaciones sociales de base de mujeres.	Dirección: Jr. Ramón Castilla 954- Tarapoto – San Martín - PERÚ Teléfono: 051-42-527685. Página web: http://www.prodemu.org.pe
CEDISA - Centro de Desarrollo e Investigación de la Selva Alta	Tiene como misión el contribuir a mejorar la calidad de vida de la población rural y grupos afectados por la exclusión de la región San Martín mediante el aporte al desarrollo productivo y social basado en la competitividad territorial, la sostenibilidad de los ecosistemas y biodiversidad, la baja emisión de gases de efecto invernadero, así como la promoción de una sociedad democrática, justa e inclusiva. Cuenta con un Programa de Derechos, Género y Ciudadanía	Presidente: Ringo Coral Reátegui. Dirección: Jirón Ulises Reátegui N° 417 – Tarapoto – San Martín - Perú Teléfono: 042-521644 Telefax: 042-522314
Instituto de Apoyo a Grupos Vulnerables	Institución que en el ámbito regional que ha contribuido a visibilizar la violencia familiar, sexual y de género. Actualmente realiza acciones para el mejoramiento del acceso de las mujeres a la salud sexual y reproductiva, además acciones de Incidencia Política en Género para contribuir al cumplimiento de la Ley de Igualdad de Oportunidades en Loreto.	Dirección: Calle Gálvez # 691. Iquitos. Teléfono: 0051-65-264347 Email: info@inagruv.org.pe inagruv_2006@yahoo.com Sitio web: http://www.inagruv.org.pe

Universidades		
Maestría de Género de la Universidad Católica	Las líneas de investigación de la Maestría en Estudios de Género son: Género y cultura Género y educación Género y violencia Género y políticas públicas	Directora de la Maestría: Fanny Muñoz Cabrejo. Av. Universitaria 1801, San Miguel, Lima – Perú Edificio Mac Gregor, piso 8
Investigadoras:		
Jeanine Anderson	Ha desarrollado investigaciones de género en la selva: Sistemas de Género y Desarrollo en la Selva	janders@pucp.edu.pe
Norma Fuller	Ha realizado investigaciones de género en la selva: Relaciones de Género en la Sociedad Awajún	nfuller@pucp.pe
Maestría de Género de la Universidad San Marcos	Maestría en Género, Sexualidad y Políticas Públicas	Av. Venezuela s/n Cercado de Lima - Perú Teléfono: 619-7000 - anexo 7539 Fax: 619-7000 - anexo 7529

APPENDIX 10: STATISTIC TABLES

U.S. Agency for International Development/Lima
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Apartado Postal 1995
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